Libraries provide access to books – the data provided here attests to that – circulation, the use and borrowing of books - continues to be an essential part of our activity. But libraries have always been more than a book repository. We provide the opportunities for cultural, social and intellectual practice, for research, reading, creating – working together – skills for lifelong and life-wide learning. Our learning spaces provide havens for study, from the bustling lively learning zone to silent solitary study and everything in between. Access to technology, online libraries and access to supportive and nurturing highly skilled staff provides a major asset at DMU for every student, and the library in all of its manifestations is a major asset for the University. The Library has never been more popular and as it continues to thrive, develop, adapt and transform it will retains its essence as a trusted source of support and information.

- David J Parkes
Director of Library and Learning Services
Responding positively to increased student numbers – more study spaces, more IT

To support increased student numbers, LLS drew up and implemented an ambitious response plan for Kimberlin Library. With the support of ITMS and Estates, during the course of the academic year 146 additional PCs were added to Kimberlin Library’s stable, including additional AutoCAD machines with an additional 88 24/7 study spaces created on a permanent basis. A new ‘Silent IT’ study room with 14 spaces was opened to consolidate Silent Study improvements made in 2014/15. These improvements incorporated, with ITMS support, measures to address ‘PC hogging’ through time limits set on PCS being left unattended.

“Pop-up Library” measures to support final assignments and exams

Repeating measures taken for the first time in 2015, LLS opened Kimberlin Library on a 24/7 basis throughout the Easter vacation and five day university ‘closed’ period. In addition, under the umbrella of #PopUpLibrary LLS created 50 temporary silent study spaces on the Lower Ground Floor and engineered a ‘Quiet Revision Room’ for the Learning Development Zone. The ground floor of the university’s Campus Centre was repurposed as a ‘Revision and Study Zone’ with seating for 200, wipe-boards and wireless access. Lunchtime support sessions were run by CLaSS, MLC and librarians to give study support advice in this satellite location. 36 laptops were provided for our students on a ‘self service’ loan basis via a new automated locker system based in the Kimberlin with the intention to enable students to use them within #PopUpLibrary designated areas.
DMU Resource Lists

Talis Aspire was purchased and work began on its integration with DMU’s own network in 2015 with the service transitioning from setup to Business as Usual (BAU) status in February 2016. It was launched with the name “DMU Resource Lists” and although adoption was initially variable, as others have found when installing list software, the adoption of Universal Design for Learning across DMU, of which resource lists plays a part, the uptake has increased.

Following the system setup, a Talis user group was established and has been responsible for delivering staff training, creating online user guides and reporting system issues. All library staff with involvement in reading list creation and review have attended training delivered by Talis and understand how fault reporting systems work. They have worked closely with Academic colleagues to make the project successful. In addition staff have installed the digitised content module which supplements items electronically available to students through DMU Resource Lists. Articles and book chapters have been made on our in-house scanning system, with further digitised files requested from the British Library, which are then checked, processed and delivered to students through DMU Resource lists.

NSS and e-books

Following the success of our PDA project in 2014-15 (which enabled our customers to access a selection of over 22,000 e-books in 22 subject areas aimed at undergraduate level students), we targeted twelve specific subject areas where we were aiming to increase NSS scores.

A total of 300 e-books were purchased through this project, at a cost of over £28,000. To date, those 300 titles have been accessed over 4000 times by our customers: Criminology, Sociology and Economics have been the most popular subject areas.
Inter-library loans (ILLs)

We requested over 2000 books and journal articles from University and Health libraries all over the UK on behalf of our students, staff and researchers through the ILL system. Over 50% of these items were requested by undergraduate students, almost 30% were requested by researchers and postgraduates, and the remainder were requested by DMU staff. At an average cost of £10 per item, the ILLs service represents a very cost-effective way of accessing titles that we don’t hold in our collections at DMU, and often the item can be supplied to us within a few days of the student or researcher making the initial request, so it is very efficient too.

Information Literacy

Academic Liaison Librarians reviewed their information literacy offer and produced an information leaflet documenting the undergraduate and postgraduate information literacy journey. Key elements of which are:

- Problem solving: finding relevant and authoritative evidence to develop and support an academic argument
- Good Academic Practice: Correct referencing using a recognised standard and clear acknowledgement of materials used. An understanding of the contribution of trackable research to the academic research field.
- Employability and Lifewide learning: Ability to research a topic, identify relevant, authoritative and reliable information and to acknowledge this appropriately. These skills can also be used to aid commercial awareness and participative citizenship.
- As part of this work a survey of academic staff reinforced their views on the need for information literacy in the curriculum, for example academics agreed their students need the following abilities:
  - The ability to differentiate between different types of information: professional, promotional, research
  - Be able to evaluate the quality of different sources
  - Know how to find what they need, expand a search, find a range of journals
  - Use digital sources better, realise what’s available and how to search

This work was promoted by Librarians through the Faculty Learning and teaching Committees and reinforced in the PMBs. It was also disseminated through the Library and information profession with a paper being delivered at the Librarian Information Literacy Annual Conference (LILAC), University College, Dublin March 2016.

During this time the Academic Liaison Librarians delivered 763 hours of teaching across all faculties and levels helping 11,563 students.
This year the Archivist has been focused on building partnerships across the University and beyond, collaborating on various projects with students, academics, records management, research data management, local heritage officers and fellow archivists. Our most significant partnership was with the DMU Heritage Centre, where archive material was showcased in two significant exhibitions: Road to Reform (Nov 15) and Building DMU/Leicester School of Architecture (Apr 16). We also contributed to several pop-up displays on themes as varied as Russian space exploration, sporting history, past DMU Chancellors and the history of DSU. The Archive received several significant accessions, including the papers of England Boxing, the Leicester Special Olympics and screenwriter Andrew Davies. The Rare Books section was expanded by several collections of sports history books, journals and magazines. Artefacts transferred to our care included sixteenth-century armour and weaponry formerly on display in Trinity Hospital Chapel.

The Centre for Enhancing Learning through Technologies (CELT)

During the year the CELT team have, in association with ITMS, been involved in setting the requirements for a roll-out of DMU replay for capturing staff led teaching to Foundation, Level 4 and postgraduate taught students across the university. This work has included the development and delivery of training within the auspices of the DMU Replay policy and the UDL framework. Replay is a new system that gives students access to recorded audio or visual material from taught sessions. DMU Replay is aligned to the Strategic Framework 2015-2020, which outlines our ambition to transform DMU students into successful graduates by delivering an individual learning experience and personalised teaching and support.

The team have developed and delivered training associated with the Assessment and Feedback policy, providing support for staff using anonymous marking and the use of Turnitin as a system for eSubmission and feedback.

Support has been made available by the team through both staff face-to-face and via the CELT Hub on which there are effective practice case studies from DMU, alongside a blog, and guides to our core and arranged technologies and non-DMU, web-based tools that CELT recommends.

Members of the CELT team have been working on the Universal Design for Learning project; (an innovative framework underpinning teaching, learning and assessment at DMU, aiming to provide an equal learning experience for every DMU student); the ELT Professional Development Framework; e-Assessment and feedback; interactive classroom technologies and the virtual graduate school blackboard community shell.
Research support

Our research conference, organised in conjunction with Research and Business Innovation and funded by the Graduate School, took place in May 2016. The theme of the conference was the “research journey: getting the best out of your research”. The conference was well attended by research students and academics from across all four faculties. Feedback was overwhelmingly positive and summed up by “Combining the research journey, impact, publishing all in one day in one event—amazing!”

LLS delivered the RDP (Researcher Development Programme) for PhD students on literature searching, either available via face-to-face sessions or online. The online course has been fully updated this year, utilising DMU Replay and aligning to UDL principles. A further online course is available on good academic practice and reference management. Of the attendees 64% rated their literature searching as good/excellent prior to the course and after the course 94.5% of them rated their skills as good/excellent. 97% of course participants either strongly agreed or agreed that content material met objectives for their research.

“Elevenes” sessions were offered to PhD students and academic staff. These are short informal seminars on key research areas. This year, topics included: How good is your journal?; scholarly communications—moving from Gutenberg to open access; increasing the visibility of your research through social media.

Open Access advocacy and support provided, alongside the creation of an open access libguide libguides.library.dmu.ac.uk/openaccess

Research Data Management advocacy sessions have been delivered, alongside the creation of RDM libguide libguides.library.dmu.ac.uk/rdm

LLS have been key in contributing to the University Metrics Project to deliver a key set of metrics for university research.

On the weekend of 8-10 July, the Centre for Learning and Study Support (CLaSS) organised and co-delivered the inaugural DMU Thesis Boot Camp. This was a weekend of intensive writing designed to support PhD researchers who are nearing the end of their research projects and entering the ‘writing up’ phase of their doctoral thesis. The event was free to participants, who had to submit a formal application with the support of their supervisors in order to take part. The weekend provided the opportunity for participants to learn effective writing techniques and, perhaps most importantly, to work alongside fellow researchers to produce some solid writing towards their thesis.

The event represents another important facet of the work that CLaSS does in supporting Staff and Research Student writing development. Other CLaSS support for researchers includes the monthly Writing Group for Research Students and Thesis Drop-in sessions.

Writing support for DMU staff is provided through a rolling programme of events supported by Research Business and Innovation and includes the annual ‘Writing for Publication: the real story’ lunchtime seminar (showcasing approaches to writing taken by prominent DMU professors), monthly Shut up and write sessions that any member of staff can participate in, and a dedicated ‘Summer of Writing’ programme culminating in a one-day midsummer writing retreat for staff in the placid surrounds of the Trinity Chapel.

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Writing Pad

The East Midlands Writing PAD Centre was established at DMU in 2014 by LLS staff Julia Reeve and Kaye Towlson. This is part of an international network of centres concerned with writing in Art and Design and other creative subjects. Writing Pad has provided Julia and Kaye with the opportunity to explore and develop the use of visual and experiential learning techniques. They run workshops, including in-curriculum, incorporating the use of writing, drawing, Lego and collage, and work with students from all faculties, researchers and university staff. Both have published and presented on their teaching practice at DMU and external conferences. For more on Writing Pad visit https://writingpad.our.dmu.ac.uk/

Staff Development

The Directorate first offered an all staff development day in 2013. In 2015 the Directorate moved from a one day offering to a week of activities entitled “Learning at work week”. The intention was to provide opportunities for colleagues to come together to learn in a familiar and readily accessible space and to enhance staff motivation and morale. In 2016 the event ran the week of 16th May, which coincided with national Learning at Work Week. The week took the theme of equality and diversity, a priority area of focus for the directorate and the university. The planning and organisation was undertaken by a sub-group of the Staff Development Service Improvement Group. Teams provided suggestions for the programme content and both internal and external trainers/presenters were used to deliver sessions. Staff feedback was positive with many noting it was interesting and enjoyable; that sessions were informative and relevant to own work; and that it offered ‘time out’ and a chance for reflection.
During the year the service introduced CASKADE sessions. Organised by Lynne Dyer these provide staff with the opportunity to share more widely their experiences in the spirit of knowledge sharing.

Planning for the inaugural event took place in December 2015 with invitations sent out inviting staff to attend. During the year a number of sessions continue to be held including demystifying CILIP Registration, hints and tips on project management, resource lists and many more.

Congratulations to a number of Directorate staff

Rob Weale on achieving Certified Membership of the Association for Learning Technology (CMALT) Carol Keddie, Kaye Towlson and Bharat Thakrar for their long service awards for 25 years working at DMU and its predecessor Leicester Polytechnic.

Yamuna Bagiya on completion of her Phd on ‘A Study of Evaluation Methodologies and Impact of STEM (Science, Technology, Engineering and Mathematics) Outreach Activities’. Phil Adams was invited to take part in the Jisc/HEIDI Library Data Labs project. During the six months of the project he worked with colleagues across a range of UK HE institutions and used the top-of-the-range Tableau data visualization software. The aim was to explore how libraries could use tools like Tableau to analyse and learn from the data they have about their services. A further benefit was the experience gained of working in a cross institutional team using an agile style. Since the project use of agile tools like Trello has been increasingly practised.

Mitchell Dunkley represents DMU on the Jisc Usage Statistics Portal (JUSP) advisory group. The group provides feedback on the JUSP service, testing new features and discussing the portal’s future plans. In addition he worked with Project COUNTER to create a number of library-friendly users guides to COUNTER journal, book and database reports. The guides have gone on to be published in French, Arabic and Chinese - https://www.projectcounter.org/guides-to-counter/
LLS staff honoured in the DMU OSCAR awards

At the DMU OSCARS – Outstanding Service Contribution and Achievement Recognition Awards – annual prize-giving ceremony for staff, Library and Learning Services were nominated for awards for Team of the Year.

The CLaSS team were awarded the Team of the Year OSCAR for their work supporting student. The team is successful in attracting more than 4,000 students from the university’s diverse population, to their self-selecting workshops, tutorials and drop-ins. Students across all study modes (full-time, part-time) and locations (on-site and distance learners) benefit from the impact of their work. CLaSS provide a widely available service, 51/52 weeks per year including twilight, Saturday and vacation provision to meet the requirements and demands of our diverse student body.

The team have led a number of cross university developments, such as the e-Self Assessment Exercise (e-SAE) and Peer Mentoring. These contribute significantly to wider university strategic developments such as student retention and achievement. The expertise of the team has been harnessed most recently in the development of Universal Design for Learning.

Members of the team have achieved many notable successes individually, however, it is the collaborative, complementary and enthusiastic way in which they work that achieves ‘added value’ and creates a high quality learning development service recognised for its work institutionally, nationally and internationally.

“The centre is one of the few teams to directly and wholly support students”, said judge and Chief Operating Officer Ben Browne. “They do some excellent work and having had the opportunity to sit with a student who had been supported through their studies by CLaSS, and who cited them as the reason for continuing and finishing their course, I feel that they thoroughly deserve this award as they continue to improve the service year on year.”
In 2015 Alan Brine travelled with #DMUGlobal to work with students on an experience abroad and to investigate what support could be given at a local level in Manduar in the Gambia. The awareness of the role that libraries can play in education and the development of the population is clear, but a lack of trained library staff exacerbates the limited facilities, including dated book stock and an unreliable internet restricts access to information resources. Later that year LLS were asked to contribute to the setting up of a library at the Manduar Development Hub to advance learning and the sharing of knowledge, skills and experiences and grassroots development in the area. The original scoping visit ascertained local requirements and as a result books from the University collection were selected for shipment to Manduar, focusing on business, to encourage entrepreneurship in the community, and health and life sciences to support a local university, their students being predominantly from this discipline.

Travelling alongside the #DMUGlobal visit in June 2016, Nathan Rush, Business Librarian, Alison Barry, Senior Information Assistant, and Ben Stirk, an ITMS colleague, went to set up a library, with a collection and equipment to serve as a resource centre. Once on site plans were “adapted” in line with budgetary restrictions and volunteers trained to support the community once the team had returned home.
Learning and Teaching

- Embedded CLaSS teaching reached 13,273 students
- 380+ postgrads attended CLaSS sessions
- 22,000+ hours of information literacy skills delivered

Web Traffic

- 177,200+ LLS website accesses
- 80,162 views of the CELT Hub
- 2,207 Twitter followers
- 5,100+ Tweets
- 1,733 Facebook likes
- 10,000+ visitors
- 1,000 unique users of the DMU Commons
- 1,993,000+ e-book accesses
- 2,468+ ILL requests made
- 1,743,000+ full-text article requests

Access

Resources

- 543,000+ e-books available
- 392,000+ books available
- 389+ linear meters of Archive & Special Collections material
- 91,000+ serial titles available
- £1,860,000+ spent on information resources

Spaces

- 1,041,000+ total number of users entering the library
- 244+ visits to Archives & Special Collections
- 29+ external researchers visited Archive & Special Collections
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