

Context

Address the following:

Context of year

The last academic year saw changes and new initiatives in the LRC. We started to issue text books from departments to students on a year-long loan; we altered our borrowing procedures to allow much more flexibility to our students; we gained a new office space and an Interview room; and we tried running a book club and an initiative called 6 Book Challenge to encourage reading for pleasure, which will continue into this new academic year and enjoys growing involvement from students. There were also some challenges that over spilled from the previous year. We were still working with a shortfall in terms of staffing, and we have and to look at ways to address this. Study Support have and continue to grow as a department, this has meant that we have had to review our shared working areas. Additional Studies have swelled and again we have had to review the ways in which we cope with these extra numbers.

Despite some of these challenges our data, compared with the limited equivalent data from previous years, showed we had our most successful and busiest year ever. These can be measured by looking at some of Key Performance Indicators, for example; our loans for 2011/12 each month surpassed the same month from the previous year and reached 3 ½ thousand more overall, and our footfall suggested we had roughly 17,800 more visits overall from students and staff than we did the year before. Our physical and electronic resources swelled to include more resources directly aimed at supporting students working outside of class. As from September 2011 students had access to eBooks, some of which directly related to their course of study, and online resources which included hundreds of thousands of cross-curricula articles and statistics – most of which related to topics researched in such subjects as COPE, General Studies and Extended Project. The Subject Resource Review (SRR), which is the process whereby we formally ask Heads of Departments to review and suggest resources, became more embedded and allowed us to focus on providing key resources for subjects.

Overall the year was a very busy and successful one. We coped with the large numbers of students using the LRC, we extended our resources and we started to look at ways of improving our services to students. We will continue to build on our progress from the past academic year, and look at new ways of providing outstanding services to students, as we move toward a new building in 2013.

Quality Improvement Plan 2011/2012 Update

Area for improvement	Action required	Outcome expected	Progress Review/Key milestones	Responsibility	Outcome
Student <ul style="list-style-type: none"> Improve student feedback processes Develop further the support for information literacy 	<ul style="list-style-type: none"> Develop further the whole LRC student survey process Improve inductions, especially to include research themes (COPE) Offer students more provision for supporting their own research 	Students are more aware of how to use the LRC, are provided with sessions that develop their research and IL skills, and feel they have a greater input into how the LRC runs for them.	Easter 2012	JDF JDF (input from HTH)	<p>Students and staff benefited from Extended Project sessions. Inductions still need to be reviewed in order to impact at the same level as the EP Sessions</p> <p>More students completed the survey with the use of Moodle and provided good feedback. Needs slight improvements in 2012/13.</p>
Curriculum <ul style="list-style-type: none"> Consolidate Subject Resources Review 	<ul style="list-style-type: none"> Raise awareness with HoDs, ensure this process becomes a feature on the college calendar Develop signposting resources as an outcome from this process Develop a more improved on-going staff resource request method Evaluate this process and look to develop further 	HoDs and teaching staff become familiar the processes in place to ensure resources best match their T&L - and recognise the value of these – and the process filters down to students who are guided in which resources are best to access.	Easter 2012	JDF (input from Senior Leadership Team) JDF JDF JDF	Responses from all teaching departments and almost every subject/course of study. Feedback used to adjust LRC provision for subjects and directly feed into learning needs.

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<p>Resource</p> <ul style="list-style-type: none"> • Improve access to online resources • Improve stock turnover (especially dealing with old stock) • 	<ul style="list-style-type: none"> • Remote access to LRC catalogue • Research and install a UK Access Federation Management System • Develop a systematic approach to stock turnover • Look to include existing stock in the SRR 	<p>Students and staff are able to access quality and relevant resources, and information about resources, freely and openly.</p>	<p>Easter 2012</p>	<p>JDF (input from ICT Support)</p> <p>JDF</p> <p>JDF</p>	<p>More resources available to students online to support their studies, some accessible both in and out of college. Still require a policy on acquisitions and on weeding.</p>
<p>Marketing</p> <ul style="list-style-type: none"> • Whole college marketing • Develop targeted marketing 	<ul style="list-style-type: none"> • Develop marketing ideas further • Standardise marketing processes • Develop a marketing plan for the year • Develop a marketing strategy to target groups directly 	<p>Students aware of the resources and services available in the LRC throughout college, and can recognise LRC branding</p>	<p>December 2011</p>	<p>JDF</p> <p>JDF</p>	<p>LRC marketing runs college wide – a key strength lies in electronic means i.e. email, digital signage and news posts on Moodle. Still needs a policy and a standardised ‘brand’.</p>
<p>Facilities</p> <ul style="list-style-type: none"> • Improve study and working environment 	<ul style="list-style-type: none"> • Continue developing new areas of the LRC, including the meeting room and new office • Review facilities such as the Study Support area and computer room 	<p>Students and staff are able to make best use of the facilities in the LRC which cater for a range of learning and support methods</p>	<p>November 2011</p>	<p>JDF</p>	<p>Study Support fully utilising areas in the LRC to work with students. Still restricted in offering students facilities to cater for a range of learning styles.</p>

Area Evaluation

Key Strengths	Evidence
<p>Good links with majority of curriculum areas Last year we had a response from every department on the SRR, beyond this there are a number of departments that we work very closely with in supporting students.</p>	<p>Subject Resource Review (SRR) The feedback from the SRR showed that in the majority of cases our resources were appropriate in supporting students, and in the cases where they weren't teaching staff have given us constructive feedback.</p> <p>Email communication The main line of communication for teaching staff to recommend resources still remains informal means through conversation and emails.</p> <p>Resource request slips Some staff have taken the opportunity to use a resource request slip which we provide in the staff room and an online version which is available on Moodle.</p>
<p>Providing student access to key resources for the majority of subjects Communication with teaching staff and the formal process of the SRR have allowed us to develop our provision to students, meaning are able to provide key resources for most subjects.</p>	<p>Subject Resource Review Recommendations provided by teaching staff have enabled us to provide students with resources directly relating to and supporting their studies.</p> <p>Loan figures Our increase in loan figures suggest that the majority of students who borrow from the LRC are finding these resources useful</p> <p>Moodle/eResources usage statistics Our increase in usage figures suggest that the majority of students who use eResources are finding these useful</p> <p>Student resource requests Students have put forward their own recommendations for resources and these have been followed up and acquired if deemed beneficial for other students.</p> <p>Student survey Feedback from the student survey showed that many appreciated the provision we have in place currently</p>
<p>Service to students As a service based department our staff have a good relationship with students, from finding information through to assisting IT needs.</p>	<p>Student survey Feedback from the student survey showed that many appreciated the service we provide in the LRC</p> <p>Student resource requests Feedback from the student survey showed that many appreciated the provision we have in place currently</p>

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<p>Encouraging reading for pleasure Students are encouraged to read for pleasure from a macro level, with LRC marketing, right the way down to an individual level where staff seek to recommend reads to students. We also run a book group and several activities to do with reading for pleasure.</p>	<p>Reading Group registers The registers we take at the reading group meetings suggest students enjoy attending these sessions</p> <p>Fiction loan figures One of key performance indicators suggests that there are many students that enjoy reading for pleasure</p> <p>Mailing list responses Our reading group currently has a 'mailing list' which students have to the option to subscribe to. This list has swelled recently to nearly 30 students who have registered their interest in being sent information on activities, events and the latest fiction available in the LRC.</p> <p>Student resource requests Feedback from the student survey showed that many appreciated the provision we have in place currently</p>
<p>Good use of eResources The LRC has one of the most updated and frequently used Moodle pages in college, containing a wealth of eResources that students can access. We also encourage students use of emails through our marketing.</p>	<p>Moodle usage statistics Our increase in usage figures suggest that the majority of students who access the LRC Moodle page are finding this useful</p> <p>eResources usage statistics Our increase in usage figures suggest that the majority of students who use eResources are finding these useful</p>
<p>Issues/Areas of Development</p>	<p>Evidence</p>
<p>Facilities The limitations of the facilities we currently occupy make it difficult for us to provide students with a range of areas to work in.</p>	<p>Student survey Students have expressed frustrations at the lack of study space and the lack of options to study or revise. The new building will provide us with a potential solution to these issues.</p>
<p>Service to students Our service is limited through shortages in staffing and can cause issues for students.</p>	<p>Student survey In some cases students have indicated that services are not at a level of what they expect</p> <p>LRC Closures The number of cases where the LRC has to shut to allow staff to get to meetings can present itself as evidence.</p> <p>Staffing The ratio of hours to LRC staff has increased, making it harder to maintain a level of service to students</p>

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<p>Additional Studies Additional Studies has many flaws, students rarely see the benefit to this allocated time.</p>	<p>Student survey The student survey produced some very negative feedback to this allocated time on student's timetables</p> <p>Attendance figures for Additional Studies The attendance figures themselves show that students see little value in this allocated time.</p>
<p>Developing resources Despite good feedback from the student survey and from the SRR, we still need to improve our resource provision for students, especially on new courses.</p>	<p>Student Survey In some cases students feel that they haven't been able to access resources relevant for their subject, and is something we'll have to look into improving in the coming academic year.</p> <p>Changing curriculum and courses offered to students New course need resources to be provided, and usually we reach a sufficient level of provision for students enrolled on these courses. This always needs developing and we'll continue to do so in the coming academic year.</p> <p>Subject Resources Review This process highlighted to us some of the areas which need improvement, especially from the feedback from Heads of department.</p>
<p>Better information management This is an area for development that will allow students to find the resources they want to use more easily.</p>	<p>Student Survey Student feedback suggests in some cases students feel finding resources are difficult</p>
<p>Improve Information literacy IL is an area in which we need to develop, and this is mostly about the message to students and staff that the skills which support study are an important factor in the success and achievement of a student.</p>	<p>Feedback from teaching staff Positive feedback from staff following quality IL sessions show that IL is useful to students and that most would benefit from these types of sessions.</p>

Development Plan

Each bullet point in the table below provides a 'marker' for what we would like to achieve, setting out a path of development over a three year cycle beginning with this current academic year. Each marker can be made into a quantifiable and 'SMART' target based on the data we collect to measure performance, and each includes the relevant college strategic goal where appropriate.

The three main areas that we've identified as comprising a Learning Resource Centre are broken down individual with their own areas for development contributing to the LRC development as a whole.

	2012/2013	2013/2014	2014/2015
Resources	<ul style="list-style-type: none"> • Temporary concentration (reduction) of physical stock • Improved access to eResources (GROWTH) • Percentage rise in students feeding back to the LRC saying resources are suitable for their subject (SUCCESS) • Improved feedback from HoDs on resources for subjects (SUCCESS) • Increase in Loans total (SUCCESS) 	<ul style="list-style-type: none"> • Introduction of key texts with departments. Majority of key texts meets CILIP requirements (1:10) (OUTSTANDING) • Increase in eResource Access (GROWTH) • Increase in loans (SUCCESS) • Increase percentage of students borrowing (SUCCESS) 	<ul style="list-style-type: none"> • Majority of students in college using physical resources and eResources on a regular basis (SUCCESS) • All key texts from departments meet CILIP requirements (1:10) (OUTSTANDING)
Services	<ul style="list-style-type: none"> • Every student receives at least 15 minute induction, some students full IP lesson (SUCCESS) • Improve borrowing/loan procedures • New services put in place to support student learning in the new building (GROWTH) 	<ul style="list-style-type: none"> • New Services embedded (GROWTH) • Students and staff are clear about the aim and purpose of the LRC (OUTSTANDING) • All students receive a full induction (SUCCESS) 	<ul style="list-style-type: none"> • Majority of students in college using the LRC on a regular basis (SUCCESS) • All students receive a full induction plus a follow up IL session (SUCCESS/OUTSTANDING)
Facilities	<ul style="list-style-type: none"> • Move to new building, providing students with outstanding facilities. (GROWTH/OUTSTANDING) 	<ul style="list-style-type: none"> • Rise in student footfall (SUCCESS) 	<ul style="list-style-type: none"> • Majority of students in college using the LRC on a regular basis (SUCCESS)

Quality Improvement Plan 2012/2013

Area for improvement	Action required	Outcome expected	Progress Review/Key milestones	Responsibility
Improve facilities Growth	<ul style="list-style-type: none"> Set up facilities in new build, including layout etc. Develop systems for managing facilities Increase our IT provision, including netbooks Gather student feedback 	<ul style="list-style-type: none"> New build LRC is fully operational from sign off Students and staff are able to use the facilities Students and staff provide feedback on the new facilities Students are able to access more ICT facilities 	<ul style="list-style-type: none"> 31st May 2013 (building sign-off) July 2013 – Student Survey for New Build May 2014 – Student Survey in line with SPoCs 	JDF
Develop resources Growth	<ul style="list-style-type: none"> Produce an LRC policy on resource development, including acquisitions and 'weeding' procedures Develop system of liaison with teaching staff with regards to the curriculum for each department and subject. 'Weed' stock 	<ul style="list-style-type: none"> LRC has clear guidelines to improve/update resources Staff understand and see the value in the Subject Resource Review Stock is reduced before the move to the new build 	<ul style="list-style-type: none"> 31st May 2013 (building sign off) July 2013 – Student Survey for New Build December 2013 – review policies May 2014 – Student Survey in line with SPoCs 	JDF
Improve services Success	<ul style="list-style-type: none"> Alter the borrowing procedures for students to allow for a better access to resources and more flexible borrowing arrangements Look to host textbook borrowing from subject departments Embed enrichment activities for students around reading for pleasure 	<ul style="list-style-type: none"> Students are more willing to borrow resources from the LRC Students can borrow text books from a wider range of subjects Students have the opportunity to engage in activities around Reading for Pleasure The LRC contributes towards encouraging improved literacy skills 	<ul style="list-style-type: none"> January 2012 – Action from the borrowing procedure review in place July 2013 – Deadline for all subjects issuing single copies of textbooks to students to have their resources catalogued through LRC. July 2013 – Review of <i>Chapter Chats Reading Group</i> 	JDF (also, AE for <i>Chapter Chats</i>)

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2012

<p>Improve Information management Success</p>	<ul style="list-style-type: none"> • Install student access to library management system OPAC features on stand-alone machines • Evaluate and alter the shelving system so as to make finding resources clearer to students in the new building • Evaluate and alter journal shelving to tie in closer with subject areas • Update records on Eclipse 	<ul style="list-style-type: none"> • Students develop their IL skills • Students are able to find a range of subject related information more easily • Students are given more opportunities to evaluate a resources 	<ul style="list-style-type: none"> • 31st May 2013 – New building sign-off • July 2013 – Student Survey for New Build • May 2014 – Student Survey in line with SPoCs 	<p>JDF</p>
<p>Improve Information Literacy Success</p>	<ul style="list-style-type: none"> • Liaise with SMF with regard to developing the induction schedule - to include an LRC induction with features of IL. • Deliver lessons in conjunction with teaching staff to promote IL • Provide workshops for IL – especially targeting Extended Project students and others participating in research based courses 	<ul style="list-style-type: none"> • Students develop their skills in finding the information needed for their learning • Students are more prepared for further study or are provided with skills that can be used in other forms of progression. • Students develop their research skills 	<ul style="list-style-type: none"> • September 2013 – LRC Inductions and EP Sessions 	<p>JDF (Also, JAL for EP sessions)</p>