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# **ALISS** Quarterly

*Association of Librarians and Information professionals in the Social Sciences*

**Special issue: eBooks and other library innovations.**

**eBooks**

Staffordshire University, Manchester University, University of  
Cambridge.

**Copyright**

UUK/Guild HE Copyright Working Group Digital Content  
Licensing Negotiations.

**New Developments**

Jisc National Bibliographic Knowledgebase, Kudos, Discover  
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**Disability**

Disability- Higher Education, Libraries, Teaching and Learning.

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The next section considers a number of new initiatives JISC describes the new national bibliographic knowledgebase which aims to provide a national catalogue for UK libraries. Kudos aims to help researchers gain bibliometric information about their publications and Discover |Society is a new journal which aims to increase the awareness and impact of social science research.

Finally the issue concludes with our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. <http://librarychampionsfordisabilityaccess.blogspot.co.uk>,

as well as an update from one of our members the National Autistic Society.

We hope you enjoy the issue.

Keep up to date with our website at <http://www.alissnet.com>. Note the new URL

And twitter channel [http://twitter.com/aliss\\_info](http://twitter.com/aliss_info) and by subscribing to our free electronic mailing list LIS\_SOCIAL SCIENCE at <http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html>.

Heather Dawson.

ALISS Secretary

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## Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

This issue contains a number of articles exploring the theme of ebooks and licensing

This originally arose from the ALISS Xmas Special: EBooks: the changing nature of use and publishing which was held on 8th December 2016 at senate house London. It highlighted recent changes in publishing and their implications and future challenges for information professionals. The three speakers focused on different aspects of this rapidly changing field including: the current state of ebook accessibility, licensing and access to content of electronic texts and possible future developments in government publishing.

- Dr Torsten Reimer, Head of Research Services at The British Library discussed the The UK Scholarly Communications Licence –which builds on a model established by Harvard in 2008 and is being taken forward by a group of UK research organisations, coordinated by Chris Banks (Imperial College London) and Torsten Reimer (British Library). It offers a solution that allows authors to make their work open access without interfering with the established publishing process.
- Jennie Grimshaw, Service and Content Lead Government and Official Information at The British Library covered developments in Parliamentary publishing and the planned evolution of GOV.UK, and use of social media as well as the roles of TSO, Proquest and Dandy Booksellers.
- Ben Watson, University of Kent, provided a background to the eBook accessibility audit which launched in August 2016 (a joint project of UK Higher Education Institution (HEI) disability and library services) and supports a mainstreaming approach by seeking to introduce a benchmark for accessibility in eBook platforms. The talk told the story of disability and library professionals coming together to crowdsource a solution to a universal problem and showcased the audit outputs as a way to measure basic accessibility functionality and guide platform improvement across the sector.

The full papers can be accessed from the ALISS website at <https://alissnet.com..uk /aliss-xmas-special-ebooks-the-changing-nature-of-use-and-publishing/> and were also discussed in the January 2017 issue which can be accessed via our website

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And twitter channel [http://twitter.com/aliss\\_info](http://twitter.com/aliss_info) and by subscribing to our free electronic mailing list LIS\_SOCIAL SCIENCE at <http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html>.

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ALISS Secretary

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## **Ebooks according to their need: an overview of ebook usage at Staffordshire University**

*Vicki McGarvey Learning and Information Services Manager: Collection Management, Research, and Digital Resources, Staffordshire University*

Staffordshire University, was founded in 1914. With a vocational focus working with local industries; it achieved University status in 1992. Its current portfolio of course centres on applied learning, with strengths in areas such as, computer gaming, forensics, clinical psychology and automotive design. It has recently branded itself as the “Connected University”, highlighting how it endeavours to connect and present opportunities to the local community. It supports learners both on campus and off via public and private partner organisations in the UK and overseas. 28% of students are from the local area, the majority are state educated and most are over the age 21. 71% of students are low tariff or non-tariff on entry but its students are as aspiring as any students in higher tariff Universities. Staffordshire students are “proud be staffs”, one of the University’s twitter hashtags, and they feel, quite rightly, entitled to access a similar range of learning and teaching resources, including ebooks.

Ebooks have been a part of Staffordshire University’s resource provision for over 10 years. In 2007, Dave Parkes authored a case study about the University’s use of eBrary. The strengths of ebooks then were their usefulness to off-campus students and the ability to search across the ebook platform. 10 years on, this still remains the case, however, in 2007 institutions were still somewhat in an experimental phase when it came to ebooks, now they are an integrated part of library collections across the sector. At Staffordshire, ebooks are particularly important to students in the School of Health and Social Welfare, where they have to divide their time between study and placements. In addition, to this with a mature student cohort that are time poor, ebooks facilitate flexible access to content that print does not provide. In a recent student feedback exercise a student commented on the how accessing content on their tablet enabled them to study “whilst keeping an eye on their children”.

Digital learning is now key to Staffordshire’s learning, teaching and research strategy which is underpinned by tools and technologies, learning spaces, staff and student digital capabilities and learner analytics, and the Vice Chancellor has just been invited to join the JISC Board of Trustees (JISC, 2017). Digital is also central to the library’s Collection Development and Management Policy, where it states digital resources will be prioritised where possible, and its Reading List Policy, where it makes a commitment to the purchasing of digital copies of essential texts if available. Along with the clear advantages of integrating ebooks into online learning and teaching resources and satisfying the flexible needs of students, a focus on digital frees up space within a zero net growth library, for both learning spaces and print. This reflects common practice across the Higher Education sector, Proquest (2017) found that 39 percent of libraries identified themselves as ‘e-preferred,’ over print (Proquest, 2017, p.3). In particular, the University of East Anglia’s digital first strategy, addresses space constraints and takes a just in time provision of materials rather than a purchasing just in case, purchasing ebooks before print (Proquest, 2017, p.4).

With respect to purchasing of ebook models, Proquest (2016), found that “70 percent of libraries rely on multiple acquisition models for ebooks, with 15 percent relying on four or more models” (Proquest, 2016, p.5), the mix helping the libraries to make the most of their budget as well as addressing the needs of their users. This is, also, reflected in the ebook acquisition decisions at Staffordshire, where provision is also mixed. The ebook collection represents a variety of business models delivered across a range of platforms. There is no separate fund for the purchasing of individual titles, where a combination of both credit and user licenses, are purchased from the library bookfund. Ebook packages are purchased from the library’s subscriptions fund. With respect to individual titles, deciding on which model to purchase can be complex and challenging, especially if publishers change their digital rights model, for example a credit model to managed user access. Initially Staffordshire’s preference was to purchase credit model titles allowing unlimited concurrency, but increasingly it is seeing the advantage of mixed licenses, for example, a 3 user license and 1 a user back-up. This is because credits can run out at busy times and there is the risk of not having enough funds to purchase another copy, where as 1 managed user models can lock students out.

Regarding access, individual titles are entered onto the library catalogue. Titles in eBook packages are not, because of the considerable maintenance overhead of managing large title collections, such as cataloguing, and deletion when titles are removed, although they are discoverable via the library’s resource discovery service (RDS). With respect to the consumption of ebooks, in 2013, Ken Chad reported for JISC on the rapidly changing landscape resulting from the use of mobile devices and ereaders. The combination of having ebooks discoverable via the RDS and the increase in mobile device usage appears to have had an impact on how users interact with ebooks at Staffordshire. For example, the University has seen a reduction in the download of whole titles but a major increase in the downloading of sections. It is thought that there are several factors that have impacted on this such as, improved Wifi networks, the prominence of smart devices, the continued improvements in ebook platforms, enhanced and discoverability. It is also thought that users are interacting with ebooks like print text books, accessing a particular section as and when they need it. Improved discoverability has also meant that the library no longer needs to promote ebooks separately. Three years ago, the library had a major campaign to promote ebooks to encourage usage but now the library’s discovery service provides a gateway to the majority of its resources, students expectation with respect to the availability of ebooks has risen.

Staffordshire has found that ebooks are not without their challenges, but these are shared challenges across Higher Education. Ebooks are still relatively expensive and it can be difficult obtaining the most up-to-date edition in an eformat. The library has run two patron driven activities, the first one was 3 years ago, which was a purchase after a length of time viewing. The most recent activity was a rental followed by a purchase, which was used to substantiate a reduced bookfund, by including reading list titles in the profile. Rental, however, had to be reduced to one rental before a purchase, and some titles were not included in the profile because of cost. Academics still find digital rights management confusing and still ask why the library cannot purchase ebooks from Amazon. Despite the library noticing a reduction in queries with respect to access to ebooks, possibly because



of improved platforms, the recent LIS-Accessibility (2016) survey, found that accessibility is still a challenge for both ebook users and providers.

Another challenge is textbook provision. When the library recently consulted with the academic community at Staffordshire on its new Reading List Policy, the library found changes in expectations with respect to access to textbooks. Academics are no longer requiring students to purchase their own textbooks but relying on the library to provide these, which can be a challenge with reduced resources. Furthermore, some academics have set-up, or are in discussions with, etextbook platform providers. Despite being a satisfying option for students, this is an expensive service to provide across all courses. Textbooks may, however, become less relevant in the future, as publishers race to replace them with new digital services, blending tradition content, with online assessment and multimedia (Lake, 2016, p.92). Some academics at Staffordshire have already enquired if the library can purchase bespoke content similar to that provided by Open University. However, Jane Harvell (2017) has argued with students increasingly accessing digital content there must be “ways to do clever things” with digital resources, which requires some innovation and risk, from both Universities and publishers. It could also be argued that University budgets should allow more flexibility for innovative practices that bring together the expectations of staff and students with respect to ebook provision. In the present disruptive, uncertain world of Higher Education this is one the greatest challenges to ebook provision.

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## **Books Right Here Right Now - Improving the student experience: E-textbooks at Manchester**

*Sarah Rayner, Teaching and Learning Manager, The University of Manchester*

There is a perennial issue of providing our students with access to the core textbooks that they need in order to be successful in their studies. At The University of Manchester Library, we have taken a strategic approach to solving this issue via 'Books Right Here Right Now' (BRHRN), a major Library project seeking to improve the student experience by investigating and implementing innovative models for Library provision of core textbooks.

### **Background**

Through student surveys and consultations, we know that our students want their core texts to be made available electronically. 90% of 1,446 University of Manchester students consulted as part of an independent library survey agreed that 'the Library should make an electronic copy of core course reading available for all students' (Alterline, 2014). Our students also tell us that there are not enough core textbooks in the library; while they regard paying for textbooks as a 'hidden cost' they are increasingly unwilling to meet themselves (Alterline, 2014). Although the Library tends to score very well each year in the NSS, analysis of the open comments showed that 95% of negative remarks about the library related to the lack of available core texts (McIndoe & Buckley, 2015).

As a result of paying fees, our students have higher expectations that the Library should guarantee them access to all of the books on their reading lists, with 91% of students surveyed believing that the library should have all of the books on their reading lists (Alterline, 2015).

Equality of access is important to our students too and they view e-resources and e-books as a way of addressing problems with the provision of sufficient copies of reading list books in the library (McIndoe & Buckley, 2015). However, students often expressed frustration that the books provided via library e-book platforms didn't have the functionality and advantages that they perceived e-books as offering. Specifically mentioned were problems with access, lack of editing and highlighting and not being able to print or download. (Piper, Macintyre, & Piper, 2015).

At Manchester we believe that a radical transformation in the way the library provides access to electronic core text books is the only practical solution to improving the student experience and satisfying demand from large numbers of students. The established models of electronic core text provision do not meet the needs of our students and teaching colleagues or the ambitions of the library service.

It hasn't been an easy task and we were faced with some significant barriers to overcome from the outset, not least the fact that we needed to challenge existing models for library purchase and provision of core textbooks. When the project started we were faced with a situation where publishers were often bypassing the library altogether in terms of core textbook sales or making them prohibitively expensive, thereby making it impossible for us to purchase certain key texts.

We hoped that, by taking a library led institutional approach to purchasing core texts we could address this issue by improving our purchasing power, thereby redirecting core textbook sales to the Library and saving the University time and money on dealing with individual e-book deals.

### **The BRHRN e-textbook pilots**

A key part of the BRHRN project was to examine new ways of acquiring e-books and making them available to our users, enhancing the learning experience by delivering e-textbooks with enriched functionality and facilitating greater levels of student engagement. In order to achieve this objective we ran a series of e-textbook pilots over three academic years, providing approx. 25,000 Manchester students with their own copy of an interactive e-textbook for one of their course units, delivered via the VLE.

| <b>Year</b>                                   | <b>No. of titles</b> | <b>No of students</b> |
|---|----------------------|-----------------------|
| <b><u>Year 1</u></b><br>Academic year 2014/15 | 21 titles            | 4,662 students        |
| <b><u>Year 2</u></b><br>Academic year 2015/16 | 52 titles            | 9,312 students        |
| <b><u>Year 3</u></b><br>Academic year 2016/17 | 69 titles            | 11,999 students       |

Table showing number of titles and number of student's for each year of the e-textbook pilots

### **What we found out**

We gathered a lot of usage data and feedback from the students and lecturers involved in the e-textbook pilots in order to help inform our final recommendations. The analytics showed that whilst the majority of textbooks were being accessed at least once there was variable usage of the texts across programme and titles. Furthermore, a significant portion of the texts were not used at all. This usage data gave us vital evidence to use as leverage when negotiating pricing models with publishers. We also saw that the usage of interactive features was fairly low and downloading to devices was also lower than expected. This told us that we needed to do more advocacy and training with our students on how to make the best use of the e-textbooks.

Feedback from our students is critical to the success of the BRHRN project and we sought their views via surveys and focus groups. Over the three years, over 900 students completed surveys on their use of the e-textbooks and we also ran a number of focus groups.

The key findings from these surveys showed the following:

Having access to an e-textbook made students more likely to do their reading.

Overall, the majority of students who read the e-book said that having access to their own electronic copy of the core text made them more likely to do their reading.

There is a desire for electronic versions of core texts which are currently only available physically

The vast majority said they would use electronic versions of other items on their core reading list if they were available in future.

Perceived benefits of e-books

During the focus groups many points were made about the benefits of e-books; specifically, portability, convenience, cost savings and ways in which they can improve study routines.

Accessibility and convenience are more important than format

While many students still feel that that print textbooks are easier to read and annotate and make it easier to take in information, e-textbooks come out more favourably in terms of accessibility and convenience. The ability to get access to a copy of a core-text regardless of format overrides any preference for print.

Students would use e-books in the future

All students who took part in the survey were asked if other items from their core reading list were available on Blackboard in electronic format, would they use them. Positively, 94% of students said yes they would.

(Menzies, 2015) and (Alterline, 2016)

### **Next steps**

We feel that the evidence strongly supports the case for continuing with the model developed and implemented by the BRHRN project for the provision of core e-textbooks to students at the University of Manchester. Our next steps are to petition the key decision makers at the University to provide additional funding for a wider university rollout in academic year 2018/19. We have recently appointed an implementation project manager who will be responsible for applying for central funding and if successful, rolling the e-textbook programme out across the University.

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## **The ebooks@cambridge Service at the University of Cambridge**

The University of Cambridge is a confederation of Schools, Faculties, Departments and Colleges. The thirty-one Colleges are governed by their own statutes and regulations, but are integral to the make-up of the University of Cambridge. There are over 100 departments, faculties, schools and institutes, and these are organised into six schools. The faculty and departmental libraries are usually based close to where teaching in those subjects takes place. The University Library is a major scholarly resource, not only for the University's academic community, but also for researchers nationally and internationally.

The colleges provide teaching, accommodation and pastoral care to the students at the University of Cambridge. Each college library traditionally supports undergraduate teaching and learning, and as such they are required to purchase multiple copies of key textbooks and monographs which appear on reading lists across all the subjects studied at the University; for some subject areas this is particularly expensive, such as in Medicine, Economics, and Law. With the advent of the academic ebook, and the emergence of early academic ebook suppliers such as NetLibrary and MyiLibrary back in the mid Noughties, a forward-looking group of six college librarians [1], led by Sarah Stamford at Selwyn College, got together to create an ebooks purchasing project. It made sense to pool a portion of college library resources and purchase ebook versions of critical in-demand texts where they were available. These ebooks would take the pressure off the print versions of the texts when they were in high demand and would enable the colleges to spend less on multiple copies of print titles. The ebooks@cambridge Project was funded by voluntary contributions from some of the colleges, they were each asked to pay £500 per annum, or an other agreed amount depending on their library budgets. The total colleges' contribution was distributed across subjects subject to an agreed formula and this formed the ebooks budget, alongside a major contribution from the Cambridge-based Sir Isaac Newton Trust who were crucial in financially supporting the Project in the formative years.

Over the next few years more colleges joined the Project, along with most of the major Faculty and Departmental libraries, who also contributed voluntary amounts to be spent on ebooks in their subject areas. The University Library, which traditionally supports research and is a one copy Legal Deposit library, also began to support the Project through an annual contribution. An ebooks@cambridge committee was formed to support and advise the ebooks Project, led by Sarah out of Selwyn College; library staff from 5 Colleges, 4 Faculties and the University Library met regularly to discuss ebook purchasing and strategies. The Project was based on collaboration and communication and was proactive in asking for ebook title recommendations from all Cambridge University and college libraries, either from reading lists or from most borrowed book reports. These were checked for availability and where possible purchased via NetLibrary and MyiLibrary in the early days. MARC records were edited by members of the committee and loaded into the Voyager catalogue by staff at the University Library. The committee devised and ran hands-on ebooks training sessions for librarians, alongside writing documentation for libraries which helped when the librarians were compiling induction documents to prepare for the beginning of each academic year. Promotional materials such as bookmarks and posters were created, and an annual ebook meeting for all library

By 2011 the ebooks@cambridge Project was a well-established fixture of the university library scene in Cambridge, it was renamed the ebooks@cambridge Service and its administration and staff financing moved to the University Library where the current ebooks team, comprising a full time ebooks Administrator and a part-time ebooks Assistant is based. The ebooks committee became the Advisory Group. This Group supports the development of a strategic and co-ordinated ebook service for Cambridge University and the colleges, ensuring that the service reflects the needs of academic staff and students, contributing institutions and other stakeholders. The Group also helps develop a financial plan for the ebooks Service, develops co-ordinated approaches to and priorities for ebook collection development, advises on the purchase of more expensive items and packages, promotes the use of ebooks and service support and prepares a comprehensive annual service review to the University Librarian and stakeholders.

Over the last 6 years the ebooks Service has continued to primarily support undergraduates and taught postgraduates, with a budget spent on titles recommended by librarians, academics and students. The Service experimented with Patron Driven Acquisition models and the knowledge and insight gained from these experiences proved instrumental in the setting up of an ongoing Demand Driven model by the University Library. The ebooks team and members of the ebooks Advisory Group have continually worked alongside their colleagues in the University Library and have shared expertise such as when the University Library made the decision to refocus some of the monograph budget spending on print purchases to ebook collections 2014. The University Library currently administers three ongoing evidence-based schemes with important academic publishers, and cancelled print standing orders with a fourth key publisher, choosing to purchase ebook annual subject collections from that publisher instead.

The Service continues to be voluntarily funded by the colleges, and by the Faculties and Departments, some of whom now buy their own ebooks, integrating their print and ebook purchasing workflows. The University Library also continues to contribute a substantial amount both through staff funding and through support for ebook purchases. The Service continues to coordinate all ebook purchasing, manage MARC records, circulate monthly new title lists, promote new collections and services via the ebooks@cambridge blog, Facebook and Twitter, run popular annual hands-on training courses for librarians, provide a troubleshooting help desk, create promotional materials, collate and review usage statistics and turnaways, negotiate with ebooks suppliers and publishers and manage ebook licensing. Pushing the publishers for friendlier and realistic etextbook models, as well as title by title purchasing possibilities is also a key focus for the ebooks team. The ebooks@cambridge blog is an instrumental platform for promoting the work of the Service and recently a post [2] analysing the 2016 usage of the ebooks collections has been focused on in a short article in the online LibraryJournal [3] and has received a flurry of interest on Twitter. The ebooks@cambridge public website [4] details the numerous ebook suppliers and publishers on which the University of Cambridge ebooks are hosted, along with help for accessing the ebooks on the various platforms.

The foresight and enthusiasm of a small group of college librarians founded a voluntarily funded ebooks Project which remains a much needed and valued Service which helps Cambridge librarians navigate the increasingly complex and 'bumpy' academic ebooks landscape. Continued collaboration and communication between the ebooks team, the ebooks Advisory Group and the wider University of Cambridge library community have demonstrated how a service can grow and thrive, and perhaps provide one model of how library staff can work together, across budgetary silos and library cultures to provide the resources our users need when they need them.

1. Founding colleges were; Clare, Lucy Cavendish, Queens', Selwyn, St John's, and Trinity.
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4. Available at: <http://www.lib.cam.ac.uk/ebooks/>



## The UUK/Guild HE Copyright Working Group Digital Content Licensing Negotiations

*Kate Vasili LLB, LLM, Copyright Officer, Middlesex University*

The Universities UK/Guild HE Copyright Working Group (UUK/GHE CWG) has been the collective voice of Higher Education Institutions in negotiating licensing terms and pricing with the various copyright licensing bodies since 2000. The UUK/GHE CWG, formerly known as the 'Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom' was created in order to refer the Copyright Licensing Agency (CLA) to the Copyright Tribunal on certain conditions and requirements of the Higher Education Licence.

The Tribunal resolved three main issues between the parties: (i) the pricing of the blanket licence for reprographic copying in universities; (ii) the ending of a separate transactional procedure involving additional payments for copying of 'course packs' known as 'CLARCS'; and (iii) the inclusion in the licence of artistic works forming part of a published edition, which CLA had sought to exclude.

Since the Tribunal, a more respectful relationship has developed between the UUK/GHE CWG and the CLA, which in turn has led to more successful negotiations over the ever changing licensing terms, requirements and fees. The current CWG is made up of thirteen members<sup>1</sup> including two members from the original group, Professor Sol Picciotto and the Chair, David Anderson-Evans.

The most recent success has been the agreement of the new 2016 to 2019 CLA Higher Education Licence<sup>2</sup>, which included an increase in the copying limit from 5% to 10% and a minimal increase in fees, which would be applied only once per 3 year licence period, reflecting incremental changes to the licence rather than annual RPI or CPI interest increases as before.

The UUK GHE CWG also succeeded in negotiating the removal of the requirements in the terms of the licence, to only copy from the latest edition of a publication and for the assignment of designated person to perform the scanning or digital copying. Students may now have access to all CLA Licensed copies provided to them until the end of their entire course/programme rather than just the particular module or academic year. Similarly, they may retain access to copies made from newly excluded works until the end of the module or academic year rather than the end of the month.

While the CLA also claimed to reduce the burdens of reporting, rechecking and weeding by introducing the DCS (Digital Content Store)<sup>3</sup> as an optional service to Higher Education Institutions HEIs), the CWG ensured that CLA formally acknowledged this to be a free of charge service and not to be considered an enhancement to the HE licence to justify any future increases in the main licence fees. This would also apply to other newly introduced optional services such as the EHES (Enhanced Higher Education Scanning Service) and SEPS (Second Extract Permissions Service). The optional OCBS (Overseas

<sup>1</sup> <http://www.universities.ac.uk/policy-and-analysis/Pages/copyright-working-group.aspx>

<sup>2</sup> [https://www.cla.co.uk/sites/default/files/CLA\\_HE\\_Licence\\_2016\\_19-old.pdf](https://www.cla.co.uk/sites/default/files/CLA_HE_Licence_2016_19-old.pdf)

<sup>3</sup> <https://www.cla.co.uk/higher-education-licence>

Campus Based Student) Pilot Licence was rolled over as a pilot for an additional year because the fees could not be agreed at this time. The CLA have also agreed to share all data collected from HEIs from surveys, audits, annual reports or the DCS, with the CWG in future to aid in licence negotiations.

Although UUK GHE CWG did not reach agreement in everything on their 'Wish list' with the CLA, success was achieved with the most important issues, the remainder to be revisited during the next round of negotiations.

As technology advances at a rapid pace, digital has increasingly becoming the preferred mode of access to resources and content, therefore also the preferred method of copying and provision of resources to students. Inevitably, the concerns of publishers and authors over loss of primary sales and the security of their products also increased, leading to technical barriers<sup>4</sup> being incorporated into content and licensing terms becoming more restrictive. Rightsowners' attempts to stem what they envisage as an inevitable flow of easy, illegitimate copying and free dissemination of their valuable content, has led to consumers being unduly barred from fully enjoying the content they have legitimately acquired or have legitimate access to, whether purchased or through a Library or educational institution.

Digital content licensing and accessibility issues have recently been the topic of many discussions and concerns in the education sector. Although HEIs recognised early on that there was a need to support their disabled students as much as possible, the Equality Act 2010<sup>5</sup> coming into force, made it a legal obligation for institutions to make reasonable adjustments so as not to discriminate against any disabled persons. The current reductions in disability allowances compounded the issue, requiring institutions to address the resulting shortfall in support. In addition to ensuring the students had easy physical access to their institutions facilities, they were also required to ensure equal access to the same resources as their fellow students, despite any of the Technical Protection Measures (TPMs), Digital Rights Management (DRM) or Licensing restrictions attached.

The government introduced the 'Visually Impaired Persons Act'<sup>6</sup> as early as 2002, which was also incorporated into the 'Copyright Designs and Patents Act 1988' (CDPA 1988) as an exception. This permitted copies of entire works to be made and provided to both the visually impaired and the physically print disabled students, but omitted to include people with neurological disabilities such as dyslexia or dyspraxia. Recognising this omission, the CLA incorporated a provision in the HE licence as Clause 9, also allowing accessible copies of whole licensed works to be made for all types of print disabled students.

The omission in law has since been rectified by the enforcement of the Copyright and Rights in Performances (Disability) Regulations 2014<sup>7</sup>. The CLA removed Clause 9, believing that it was no longer necessary, but the CWG persuaded CLA to retain this

<sup>4</sup> *Technical Protection Measures, TPMs and Digital Rights Management, DRM.*

<sup>5</sup> <http://www.legislation.gov.uk/ukpga/2010/15/contents>

<sup>6</sup> <http://origin-www.legislation.gov.uk/ukksi/2003/2499/contents/made>

<sup>7</sup> <http://www.legislation.gov.uk/ukksi/2003/2499/contents/made>

provision as it carried less administrative requirements than the legislative exceptions. Following a meeting with CLA and a group of publishers and their representatives, the CWG have also set up an accessibility sub group who have met with the Publishers Association, some publishers, RNIB and JISC to discuss issues with the availability and accessibility of e-books. The HE Sector's concerns and requests were taken on board and some publishers explained how they were already implementing changes in their digital products to ensure<sup>8</sup> easier access, particularly following the results of the recent E-book Accessibility Audit. The RNIB representative provided an encouraging update on the increase in accessible format texts being made available by publishers for the RNIB Bookshare UK Education Collection<sup>9</sup>.

In addition to meeting regularly with the CLA, the UUK GHE CWG are currently negotiating the fees for the next renewal of the ERA<sup>10</sup> Licence and attempting to persuade the NLA<sup>11</sup> to create a new licence more suited to the needs of the education sector.

As the UUKGHE CWG continues to negotiate the best possible outcomes in licensing for the Higher Education Sector, it encourages all copyright and licensing issues to be conveyed to the group via any one of its representative members<sup>12</sup>.

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<sup>8</sup> <http://sites.google.com/site/ebookaudit2016/home>

<sup>9</sup> <https://www.rnibbookshare.org/cms/>

<sup>10</sup> Educational Recording Agency: <http://era.org.uk/>

<sup>11</sup> Newspaper Licensing Agency: <http://www.nlamediaaccess.com>

<sup>12</sup> <http://www.universitiesuk.ac.uk/policy-and-analysis/Pages/copyright-working-group.aspx>

## Introducing the Jisc National Bibliographic Knowledgebase

*Shirley Cousins and Bethan Ruddock, Jisc*

Over the next three years Jisc<sup>1</sup> will be working to develop a National Bibliographic Knowledgebase (NBK)<sup>2</sup>. This will build on the long-term success of the Copac service<sup>3</sup>, expanded to include the catalogues of all university libraries wishing to be involved, along with a range of other data sources. The work will result in a shared database on a truly national scale supporting a range of Jisc services for the academic community. Work is now underway, with the aim of releasing access to a beta database in early 2018.

The NBK will replace some existing services and provide a platform for developing a wider range of Jisc services to support library management activity, notably in the area of collection management and eBooks, as well as enhanced resource discovery. We are working with libraries to identify service enhancements and new services where we can provide the greatest value.

### Creating the NBK

A Jisc consultation culminated in the Bibliographic Services Implications Study<sup>4</sup>, a consultation and path-finding report that addressed the future of bibliographic data services in the UK. It highlighted two main areas for development: metadata issues, to be addressed by the specification and development of the NBK; and an overlapping activity addressing Digital Access<sup>5</sup> and electronic content issues.

The data platform for the NBK and related new Jisc services will be the OCLC CBS system. During the initial NBK database development phase we are working with OCLC to load the catalogues of the current 100+ Copac contributors, as well as the catalogues of as many other university libraries as wish to participate. By the end of the three-year project phase the NBK should include the catalogues of c.225 university and specialist libraries, data which will be a key element underpinning Jisc services that will help libraries deliver in their priority areas.

Building the NBK represents a substantial Jisc investment. In the first instance Jisc will work with its funders and strategic partners to commit the necessary resources to build the system and establish workflows and processes. Discussions with the sector, governance and user groups, will help develop the long-term sustainability model for the service.

### Building services on the NBK

In parallel with the data loading, and in consultation with the community, we will be developing the first elements in a new suite of Jisc services supported by the NBK

<sup>1</sup> Jisc: <https://jisc.ac.uk>

<sup>2</sup> Copac Blog: <http://tinyurl.com/copacblog-1723>

<sup>3</sup> Copac: <http://copac.jisc.ac.uk>

<sup>4</sup> Hammond, Max, Kay, David, Schonfeld, Roger and Stephens, Owen (2015) *Bibliographic Services Implications study: Final Report*. <https://repository.jisc.ac.uk/id/eprint/6550>

<sup>5</sup> Vivien, Ward and Karen, Colbron (2016) *Digital access solutions. Report on investigations for possible pilot studies*. (The final report of phase one of the Digital access pilots is available at <http://repository.jisc.ac.uk/6562/> and the accompanying data set at <http://repository.jisc.ac.uk/6563>)

database. We anticipate provision in at least the areas mentioned below, but the NBK offers new potential and the range and nature of services will expand and evolve as the work develops.

### **Shared cataloguing & data enhancement:**

A shared cataloguing service will support efficient data management within HE libraries. We expect this to be available to Jisc member institutions through a variety of interfaces. Within this activity we also want to support libraries in enhancing catalogue data quality, including work around data standards, authority control and use of identifiers.

We will work with contributors to see how we might facilitate improvements to catalogue coverage and quality, making uncatalogued collections accessible and upgrading record quality. Complete and accurate data is fundamental to the successful deduplication of records, which is not only important for resource discovery, but underpins an effective collection analysis and management service.

### **Resource discovery and data aggregators:**

The NBK database will provide a national platform to maximise visibility of library collections within the UK as well as to the wider international community. We are aiming to create a flow of data that will increase the likelihood of a user being led to appropriate library resources wherever they start looking, for example, in a Jisc resource discovery service, a search engine, commercial discovery system, or other aggregator.

A new Jisc resource discovery service will absorb some existing services, including Copac. Web and machine-to-machine interfaces will be available, providing facilities at least equivalent to the current services, whilst aiming to offer additional functionality. This provision of dedicated search interfaces will continue to support specialist researchers or library staff who require search flexibility and control.

We will continue to expose data directly to search engines, as we do for Copac, but on a larger scale. The data in the NBK database will be managed and licensed so it will be available for discovery and re-use by other systems. There will be options for a contributor to make some or all of their data available to data aggregators, a facility which may be provided freely or according to a cost recovery model depending on circumstances and sustainability requirements. In the first instance records will be selectively synchronised with WorldCat<sup>6</sup> providing an additional route to enhanced collection visibility.

### **Collection management:**

The Copac Collection Management tools (CCM tools)<sup>7</sup> provides support for collection analysis and collection management decision making. We will continue to work with libraries to develop CCM tools to exploit the full breadth of data that the NBK database will provide. Work on enhancing data quality will, over time, improve both the underlying record deduplication and user controlled deduplication facilities, to enhance your view of

<sup>6</sup> WorldCat: <https://www.worldcat.org/>

<sup>7</sup> CCM tools: <https://ccm.copac.jisc.ac.uk/>

your collections in local, national or tailored contexts. We are also looking to enhance the collection management capabilities by aggregating bibliographic data with availability and usage data.

The inclusiveness of the NBK database will give a much clearer picture of the UK distributed library collection, providing a reliable resource to support informed local decision making and aid collaborative working between institutions. It will also facilitate discussion and development at a national level, helping with formulation of a more joined-up national collection strategy around the retention of print materials as well as more efficient access to eBooks, digitised books and journals. This will support more effective management of library collections for contemporary research and learning needs.

### **eBooks**

Jisc, libraries, and third party organisations are currently developing agreements with ebook publishers for metadata feeds for vendor ebook collections. Once these agreements are in place, we expect these data feeds to form a regularly-updated part of the NBK. In combination with eBook data that comes directly from libraries this will provide a platform for community supported management of shared collections. This is an area that will develop in discussion with the library community.

We will also be harvesting records for a wide range of open access electronic materials, increasing the range of full-text data that is readily accessible to the academic community. This will begin with harvesting Hathi Trust records for public domain materials

### **Getting involved**

Community involvement is an essential part of the service development activity over the next couple of years. So we are looking at ways to involve a wide range of service users and potential users, to ensure we get as much community input as possible whilst planning the new services.

Breadth and depth of data will be at the heart of the NBK, and we want to encourage as many university libraries as possible to participate as active contributors. It is through this community contribution and involvement that the NBK will reach its full potential and libraries will receive maximum benefit. The Copac team are currently working with some of the existing Copac contributing libraries to establish the new NBK database. We are also starting discussions with library consortia to increase the range of contributing institutions across the academic sector.

However, we would also be pleased to hear from individual university libraries keen to get involved. If you would like to express interest in contributing your catalogue, being involved in development discussions, or have any questions about the NBK or the contributing process please get in touch at [nbk.copac@jisc.ac.uk](mailto:nbk.copac@jisc.ac.uk).

## Using Kudos to maximise and measure the impact of your research

Edwina Thorn, *Journals Executive*, Policy Press

The article was written by Edwina Thorn, Journals Executive at Policy Press and published on the Policy Press blog on 13 February 2017: <https://policypress.wordpress.com/2017/02/13/use-kudos-to-maximise-and-measure-the-impact-of-your-research/>

As the volume of scholarly publications proliferates, you may well wonder whether the research you have worked so hard to publish is actually reaching readers and making a difference. You may also find that you are increasingly expected to demonstrate the impact of your work in grant applications or performance reviews.

At Policy Press we want to help and have partnered with Kudos to help you maximise and measure the impact of your research.

### What is Kudos?

Kudos is intuitive and free to use for authors. It saves time by allowing authors to manage the promotion of all their publications across different forms of social media and email, and by providing a range of article level metrics (including altmetrics, citations, and downloads) - all in a single place.

When you create an account at <https://www.growkudos.com/> you can start 'claiming' your research publications so that they appear in your researcher dashboard (If you have an ORCID ID you can save time by importing your publication list).

Kudos has three main functions: Explain, Share and Measure



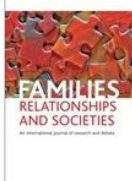
Figure 1: Kudos: Explain, Share, Measure

### Explain

Kudos allows authors to add brief, plain language notes explaining what their article is about and why it's important. You can find a guide to writing a really good plain language summary on the Kudos blog: [Explain your work – the Kudos way](#). There is also space for author perspectives and links to other resources, such as presentations, videos, interviews, news coverage, figures, data-sets or related publications.

At Policy Press we are now collecting plain language summaries at article submission stage, so if you complete this field when you originally submit the article, the 'What's it about?' box will already be filled in for you.

## How British women's last name choices on marriage affect their sense of gendered identity



The making of selfhood: naming decisions on marriage

Rachel Thwaites

Published in: Families Relationships and Societies

Publication date: November 2013

Publisher: Policy Press

DOI: <http://dx.doi.org/10.1332/204674313x665913>

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### What's it about?



An empirical study of what British women do with their last name on marriage - changing names or keeping their original/birth name - and the ways in which this decision affects their sense of who they are. There is a real focus on gendered identity and how decisions around names are a part of creating and recreating gender.

### Why is it important?



This work looks at an everyday, taken-for-granted practice of heterosexual marriages and digs down to why this practice continues to be important. It sheds light on contemporary British social organisation and how gender remains an important part of organising people within society and forming identities.

### Perspectives



[Dr Rachel Thwaites](#) (Author)

Names remain a really significant way of organising people but one we frequently ignore. Gender is also such an important way in which people understand themselves and others, but is constructed in so many ways. This article therefore links up gender and names as means of organising people and building identities and shows the significance of this to understanding our society.

Figure 2: The Kudos 'explain' function

With the help of the Kudos widgets this information is not only available on the Kudos platform, but can be incorporated into other websites, including publisher platforms or institutional research repositories. For Policy Press journals we've added the Kudos widget to Ingenta, so that readers can access the plain language summaries and impact statements added via Kudos directly from the article abstract page.



**The making of selfhood: naming decisions on marriage**

Author: Theahin, Rachel  
 Source: Families, Relationships and Societies, Volume 2, Number 3, November 2013, pp. 425-438(15)  
 Publisher: Policy Press

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**Abstract:**  
 This article outlines the ways in which British women make sense of and reconcile facets of their identities at the point of marriage through the naming decisions they make. Both name changing and name retaining are considered. The dialectic between self and others is considered, using Mead's theories, as well as the creation of gendered identity, using empirical evidence from a survey of 102 British women and 16 in-depth interviews with a smaller sample of this group.

**References:** 7 references list open in new window  
 Articles that cite this article()

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 DOI: <https://doi.org/10.1332/2046743120665913>  
 Affiliations: [Email: recl@bristol.ac.uk](mailto:recl@bristol.ac.uk)  
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**Same-Sex Marriage — A Prescription for Better Health?**  
 Gattisone-Gilbert, et al., *Health Affairs*, 2014

**Code-Switching and Identity in the Westem Provinces of**  
 Louise Powell, *HEROM*, 2013

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**KUDOS**

**How British women's last name choices on marriage affect their sense of gendered identity**

**What's it about?**  
 An empirical study of what British women do with their last name on marriage - changing names or keeping their original/birth name - and the ways in which the decision affects their sense of who they are. There is a real focus on gendered identity and how decisions around names are a part of creating and recreating gender.

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 This work looks at an everyday, taken-for-granted practice of heterosexual marriages and digs down to why this practice continues to be important. It sheds light on contemporary British social organisation and how gender remains an important part of organising people within society and forming identities.

This information has been added on Kudos by the following:  
[Dr Rachel Theahin](#)

Read more on Kudos...

Figure 3: The Kudos widget

## Share

Authors can share the information and resources they have added to their publications easily via social media and email directly from the Kudos platform. Kudos creates trackable links, so that the effects of this sharing activity are measured and displayed in the Author Dashboard. This way authors always know how effective the time they have spent sharing their research has been.

## Measure

Kudos makes it easy for authors to measure the impact of their work by providing article level metrics in the Author Dashboard. At a single glance, authors can see:

- how often their articles have been downloaded,
- how often they have been cited (in publications indexed in Web of Science),
- their Altmetric scores (see [What are Altmetrics?](#) for further information),
- how often they have been viewed and shared on Kudos,
- how often people have clicked through to the original articles from Kudos.

## Author Dashboard

Click column headings to sort

| My research |           | My shares |         |          |          | My metrics <sup>?</sup> |                 |             |                |                     | My citations <sup>?</sup> |                              |                 |
|-------------|-----------|-----------|---------|----------|----------|-------------------------|-----------------|-------------|----------------|---------------------|---------------------------|------------------------------|-----------------|
| Publication | Published | Explained | Twitter | LinkedIn | Facebook | Other                   | Share referrals | Kudos views | Click throughs | Full text downloads | Altmetric score           | Web of Science® Times Cited* | More details... |
|             | 2015      | ✘         | 0       | 0        | 0        | 0                       | 0               | 0           | 0              | ?                   | 418                       | 7                            |                 |
|             | 2015      | ✔         | 6       | 2        | 2        | 0                       | 70              | 917         | 33             | ?                   | 242                       | 8                            |                 |
|             | 2013      | ✔         | 0       | 0        | 0        | 0                       | 0               | 5           | 0              | ?                   | 59                        | 8                            |                 |
|             | 2008      | ✘         | 0       | 0        | 0        | 0                       | 0               | 7           | 0              | ?                   | 49                        | 72                           |                 |
|             | 2010      | ✘         | 0       | 0        | 0        | 0                       | 0               | 15          | 3              | 1051                | 48                        | 54                           |                 |

Figure 4: An anonymised example of the Kudos Author Dashboard

NB: Full text downloads are only available for articles where the publisher partners with Kudos. Full-text download data are available on Kudos for all Policy Press journals.

### Does Kudos work?

The Altmetrics Research Team at the Centre for HEalthy and Sustainable Cities (CHESS), Wee Kim Wee School of Communication and Information, Nanyang Technological University (NTU), Singapore analysed data from the first two years of Kudos usage. They found that use of the Kudos toolkit by researchers led to 23% higher downloads of full text articles from the publishers' sites.

### Time-saving tips:

1. Use your ORCID ID to import your publications list – there's no need to search for each publication separately, and Kudos will automatically update your publications list every week.
2. Add a plain language summary when you submit a journal article via Editorial Manager. It'll be automatically transmitted to Kudos on acceptance.
3. Authorize Kudos to connect to your social media accounts, so you can share your research on social media directly from your Kudos profile. Kudos uses trackable links, so that you can measure the impact of your activities.

Looking for more information? Watch this recording of our recent webinar or contact [pp-journals@bristol.ac.uk](mailto:pp-journals@bristol.ac.uk).

## Discover Society

*Sue Scott, Co Managing Editor, Discover Society*

Discover Society is an online magazine of social science research and ideas aimed at a general as well as an academic audience.

In the summer of 2013, after several years of discussion about how best to raise the profile of social science research and to disseminate its findings and ideas to a much wider audience, John Holmwood, Gurminder Bhambra and myself decided to launch an online magazine. We took *New Society* as our model. Forty years ago the weekly magazine *New Society* (1962-88) was at its height and would have been read by many with a general interest in society as well as the majority of social scientists. It was certainly important to me – I started reading it when I was 16 and it played a significant role in my decision to study Sociology. *New Society* produced its final issue in 1988 (when it was merged into *The New Statesman*). Since then there has been no dedicated outlet in the UK through which to communicate social science outside of academic circles. In establishing *Discover Society* we have sought to do this in a way appropriate for the 21st century and on a shoestring! As strong believers in the development of public sociology we saw this as an excellent way for researchers and scholars to make an impact and to ensure that more people are better informed about both the content and the practice of social science research. We are committed to doing this in an open and accessible way across a broad range of issues and topics.

The first issue of *Discover Society* went live in October 2013 and it has appeared on the first Wednesday of each month since then. We are on Facebook and currently have over 11,000 followers on Twitter – @DiscoverSoc . Since launching we have had over 300,000 visitors to the site and hits on individual articles vary from the low 100s to over 3000. We are monitoring the site to understand better what is reaching the widest audience. Overall we are extremely pleased with this response, which continues to grow through word of mouth, social media and with the support of Policy Press who help us to promote the magazine.

Our strap line is 'Measured, Factual, Critical' and we hope that *Discover Society* continues to live up to it. We are delighted, both with the range of contributions we have received so far, and to be reaching such a wide readership: undergraduates; school students; teachers; journalists and many others in the third and public (and a few in the private) sectors, as well as academics. We have opted for a mix of general and special issues with the latter, so far, focusing on topics such as Elites, the Scottish Referendum, Migration, Sustainability, Feminism, Big Data and Islamophobia. We expect to continue to produce a mix of general and special issues as well as those with a cluster of themed articles alongside other pieces.

You may wonder how DS has been financed and the short answer is that the initial start-up and running costs have been low and met by the Managing Editors. Our association with Policy Press has enabled us to access the University of Bristol's 'widening access' intern scheme. Our current intern is Wing Chan and her support is invaluable in getting the magazine out on time each month. We also have an excellent Editorial Board – many of whom are guest editing special issues. We are particularly indebted to Mark Carrigan and Pat Lockley for their technical expertise and support. However, if we are to develop the magazine further, with podcasts, for example we need to raise some money and to this end we have included a 'giving button' on the website for those who wish to become a 'Friend of Discover Society'.

I hope that everyone reading this will read future issues at [discoversociety.org](http://discoversociety.org) and also explore our archive and give us feedback and encourage others to do the same. We are always pleased to receive offers to write for us as well as suggestions about who to approach email us on [discoversociety@outlook.com](mailto:discoversociety@outlook.com)

If you would like to receive our monthly newsletter then hit the subscribe button on the homepage at [discoversociety.org](http://discoversociety.org)

# Reclassifying and re-cataloguing the book collection at The National Autistic Society's (NAS) library

*Cheryl Mulholland*

## Background

The Burnell Library collection at the NAS consists of books, journals, online journals, DVDs and other resources plus a library catalogue with information of what we hold. More information can be found at [www.autism.org.uk/library](http://www.autism.org.uk/library)

The library is reference only for outside visitors but we lend materials to NAS staff and volunteers. Books, DVDs and other materials can be posted to NAS staff not based in Head Office. Items can be borrowed for four weeks at a time but longer loans are available if resources are needed for study courses.

In April 2016 our library collection relocated within the building at Head Office – from the first floor to the fourth floor. This physical move prompted the library staff to go ahead with the decision to re-classify the book collection from being shelved alphabetically by author to being shelved by subject category.

## Reasoning

The purpose of this project was:

- to increase usability by simplifying the browsing process
- empower self-service
- create a more user friendly approach/elevate the library experience
- extend usage and circulation
- connect users with the resources they needed

## Process

A perfect classification system that would meet all requirements has never been devised due to the diversity of libraries and their collections for example academic, public, school and special libraries such as corporations, museums, theatres, healthcare, institutions, law, government etc. As The Burnell Library has resources specifically relating to autism for people researching, studying or wanting information about autism, the collection is niche and suitable for a bespoke or in-house classification system. The following sections describe the 'start to finish' actions.

## Category selection

Decisions had to be made regarding what leading broad subject categories (top level) to use, which would break down in to sub-categories (sub level). We needed categories that

would be flexible enough to expand for any future amendments or changes.

The National Autistic Society's (NAS) website was the first place looked at to see what topics were listed on the main and drop down menus. The reasoning for this was because the 'top level' topics on the website identified key areas for NAS members, staff and interested individuals. We also looked at Soutron and generated a list of keywords in order of how many times they'd been assigned to books, so that we could see what the main subjects were in the book stock and what we needed to look at to include in a classification system. Team members then discussed suggested topics and these were further narrowed down and refined.

We decided on six broad categories:

- (1) Education, Employment and Transition
- (2) General
- (3) Interventions
- (4) Living with Autism
- (5) Related Conditions
- (6) Support and Services

### **Trial**

To see if this was a feasible approach a shelf of books was randomly selected and placed into piles, as per the proposed top level categories. This mini experiment seemed to work, although there was a bit of debating about a few books and which category they would be suitable for.

### **Style of classification**

What sort of style should be used to display the new classification system on the books? This was discussed with the team members and the outcome was to use the first three letters (in upper case) of the top level category, forward slash, then the next three letters (in lower case) would be the sub level, forward slash and the final three letters (first letter in upper case) consisted of the start of the author's name. So, a book about Living with Autism focusing on behaviour by Tim Allen would be LIV/beh/All.

### **Action and completion**

How did we physically approach the task? The books had been transported from the first floor to the fourth floor and shelved in alphabetical order by the author's surname, as they had previously been shelved. So, we decided to start at the beginning of the book collection and took a section of books, reclassified them and then placed that section of books back on the shelf in the new categories. This then built up both the top level and sub level categories as we went along. In order to check that we were all "singing from the same hymn sheet" as it were, each Friday the three library team members would

go through their pile of books to see whether the others agreed or disagreed with the classification they had allocated to individual books. This exercise was especially useful for those books which were deemed “difficult” and which could quite happily fall in to several categories. Ascertaining the key focus of a book and allocating a category then became an acquired technique.

Along with reclassifying we also used our Library Management System (LMS) – Soutron – to re-catalogue each book as they were processed. A barcode number was added using the LMS so that we could locate individual books, on this system, when needed for loans, renewals or returning of books.

We found that we needed to introduce a primary level within the “Interventions” and the “Related Conditions” sections for books where (i) a book covered several different named interventions, for example ‘Self-regulation interventions and strategies’, and (ii) in cases where books discussed specific related conditions, for example, ‘Gastro-intestinal problems’. In these instances the classification mark took the format of INT (Interventions) or REL (Related Conditions) then the first three letters of the author’s name e.g. INT/Gar for a book by Teresa Garland titled “Self-regulation interventions and strategies.”

The rate at which the task proceeded was dependent on the number of staff available. The project was completed when shelf labels identifying each top level category were fixed to the shelves.

## **Reflection**

There were times during the reclassification process when the book collection looked confusing to users, for example, half the collection had stickers on them for the “new” system and the remainder of the collection was shelved alphabetically by author. Staff would then have to refer to the LMS to see if the book requested was situated in the reclassified section or was on the shelf under the author’s surname. As a guide and aid for users we also had information on the library wall – sheets of A4 paper titled “NAS library book classification” – Please bear with us while we re-organise the books by subject. The system we are using is below...”

Re-assessing needs within the organisation we decided that we needed to add a further top level category (7) CPD (Continuing Professional Development) and Research (How to conduct and understand research).

We found that the main problem or issue was the time taken, as other daily duties and rotas had to be managed along with the reclassification process. As we are a small team (1.8FTE based in the library at Head Office), it took about 8 months for the whole book collection to be reclassified. Overall, completing the task has been very satisfying and the positive feedback from other NAS staff and visitors has made the undertaking of the project highly rewarding for the Library team.

## **Disability- higher education, libraries, teaching and learning.**

### **Bibliography- Identity and stigma**

Odell, Evan (2017)

How do politicians discuss disability issues? An interactive research tool

url: <https://disabilityrightsuk.blogspot.co.uk/2017/03/how-do-politicians-discuss-disability.html#!1/2017/03/how-do-politicians-discuss-disability.html>

<http://evanodell.com/>

Abstract: How do politicians discuss disability issues? Has this changed over time? When do particular ways of speaking about disability become popular, or fall out of favour? In an attempt to answer these questions I downloaded everything that has ever been said in the House of Commons from 1936 to the present day and used a computer to count the number of times different words and phrases related to disability are used.

Policy

Owen-Pam, J (2017).

Challenging Personal Independence Payment decisions

Your Autism Magazine vol.51 (1), 34-35

Abstract: Jane Owen-Pam, from The National Autistic Society's Social Welfare Advice Team discusses challenging personal independence payment decisions. If you think your claim has been dealt with unfairly the article offers advice about how to challenge it

### **Teaching and Learning**

Inclusive Practice in Careers Provision: How to improve careers education, information, advice and guidance for young disabled people

URL <https://www.disabilityrightsuk.org/news/2016/december/disability-and-skills-unit-workshop-announced>

Abstract: Presentations from Conference hosted by Disability and skills unit in February 2017



Roberts, N. Birmingham, E. (2017)

Mentoring University Students with ASD: A Mentee-centered Approach.

Journal of Autism & Developmental Disorders, Vol. 47 ( 4) 1038-1050,

DOI: 10.1007/s10803-016-2997-9

**Abstract:** This study presents a conceptual understanding of how mentorship is experienced by the participants of a mentorship program for university students with Autism Spectrum Disorder. We interviewed the participants of the Autism Mentorship Initiative at Simon Fraser University. A grounded theory approach was used to systematically organize data from interviews and documents to reveal themes that were salient to the mentees (students with autism; n = 9) and mentors (neurotypical students; n = 9). The following five main themes were identified and interrelated under the core theme of A Mentee-centered Approach: (1) The Natural Progression of the Relationship, (2) The Supportive Mentor, (3) The Meeting Process, (4) Identifying and Implementing Goals, and (5) Learning Together. An in-depth analysis of a mentorship process is described

Taylor, Mark; Turnbull, Yvonne; Bleasdale, Jo; Francis, Hulya; Forsyth, Henry (2016) Transforming support for students with disabilities in UK Higher Education. Support for Learning. 31 (4) 367-384 DOI: 10.1111/1467-9604.12143.

**Abstract:** Intended UK government changes to the Disabled Students' Allowance will have a significant impact on the support that UK universities provide for students with disabilities. In this article we examine the types of transformation that may be needed to support for university students with disabilities, from a socio-technical perspective. The research reported in this article involved a year-long case study in a UK university. The potential changes required to support for students with disabilities within the university studied, to cater for the proposed UK government changes to the Disabled Students' Allowance, include: providing non-medical helpers through external agencies; developing a dyslexia screening process; providing enhanced library services, including access to printers and scanners and assistance with assistive software; providing laptops with assistive software; making assistive software available in a limited form in computing laboratories; and more co-ordinated special examination provision.

### **Assistive technology/ accessibility**

Goggin, G. & Hollier, S. & Hawkins, W. (2017).

Internet accessibility and disability policy: lessons for digital inclusion and equality from Australia. Internet Policy Review, 6(1). DOI: 10.14763/2017.1.452

URL: <https://policyreview.info/articles/analysis/internet-accessibility-and-disability-policy-lessons-digital-inclusion-and>  
ALISS Quarterly 12 (3) Apr 2017

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**Abstract:** In the fifth decade of the internet, accessibility for all, especially those with disabilities, is central to digital inclusion. Yet internationally, the score card on internet and accessibility remains mixed, at best; and woefully inadequate, at worst. Via an Australian case study, we argue that it is imperative to better understand how internet technology interacts with the life worlds and dynamics of disability, and we suggest how policy can be articulated and improved to put people with disabilities on an equal basis to others in digital societies.

## **Autism**

Mccann, L (2017). Supporting students with autism through exams and beyond

Nasen Connect, Issue 2, 22-23

URL: <http://www.nasen.org.uk/utilities/download.AFF2FA7D-C2E1-4769-8162642E51D3D9ED.html>

**Abstract:** This article discusses issues faced by students with autism spectrum conditions in the lead-up to exams, such as anxiety and transition, and considers ways in which students can be supported

Prior, M. (2017). Autistic academics give their thoughts on university life

The Conversation blog

URL: <https://theconversation.com/autistic-academics-give-their-thoughts-on-university-life-72133>

**Abstract:** My research aims to give a voice to academics who identify as autistic, Asperger's or on the autism spectrum. It focuses on autistic academics' experiences of research, teaching and being an employee in higher education

Richardson, John T. E. (2017)

Academic attainment in students with autism spectrum disorders in distance education. *Open Learning*. 32 (1) 81-91

DOI: 10.1080/02680513.2016.1272446. **Abstract:** This investigation studied attainment in students with autism spectrum disorders (ASDs) who were taking modules by distance learning with the UK Open University in 2012. Students with ASDs who had no additional disabilities were as likely as non-disabled students to complete the modules that they had taken, to pass the modules that they had completed and to obtain good grades for the modules that they had passed. Students with ASDs who had additional disabilities were less likely than non-disabled students to complete the modules that they had taken, but they were as likely as non-disabled students to pass the modules that they had completed and to obtain good grades for the modules that they had passed.

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Their lower completion rate presumably reflects the impact of their additional disabilities rather than their ASDs. In distance education, at least, students with ASDs tend to perform on a par with their non-disabled peers

Spikes, P. (2017). How our autistic ancestors played an important role in human evolution

The Conversation Blog

URL <https://theconversation.com/how-our-autistic-ancestors-played-an-important-role-in-human-evolution-73477>

Stevenson, K.; Cornell, K.; Hinchcliffe, V. (2016). Let's Talk Autism' -a school-based project for students to explore and share their experiences of being autistic

Support for learning , 2016, 31(3), 208-234

Understanding what autism means on a personal level can be an important process for young people on the autistic spectrum, and being able to reflect on this and discuss with autistic peers can be particularly helpful. However, opportunities may be restricted by reluctance to talk about diagnosis and because of difficulties in communication inherent in autism. This article describes a therapeutic media project within an ASD school that attempted to support young people to reflect together about what autism meant for them and create resources to share with others. The process is described and main themes of discussions analysed using thematic analysis. Main themes emerged of making sense of diagnosis, experiences of difference and transition to adulthood. Various strategies to manage diagnosis and negotiate identity also emerged. Issues around informed consent and confidentiality and the therapeutic value of such groups are discussed

LSE URL

<http://onlinelibrary.wiley.com.gate3.library.lse.ac.uk/doi/10.1111/1467-9604.12130/>

## **Dyslexia**


The Yale Center for Dyslexia & Creativity (2017)

Speaking with One Voice: A Guide to Talking about Dyslexia.

[http://dyslexia.yale.edu/YCDCGuidetoTalkingAboutDyslexia\\_Final032017.pdf](http://dyslexia.yale.edu/YCDCGuidetoTalkingAboutDyslexia_Final032017.pdf)

Abstract: The talking points aim to help dispel

misconceptions about dyslexia and ensure all dyslexic children and adults have the support they need to succeed.



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