
VALUE AND IMPACT OF LIBRARIANS'
INTERVENTIONS ON STUDENT SKILLS DEVELOPMENT
(LIBRARY IMPACT AND VALUE FOR EDUCATION AND
SKILLS: LIVES) PROJECT: PHASE 1 REPORT

FOR LEARNING AND TEACHING FELLOWSHIP BOARD

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1. EXECUTIVE SUMMARY

The aim of this study was to discover the perceived impact and to identify the value of four library interventions within the curriculum in developing information skills at the University of the West of England:

- FET “Library Online Workbook” (see further details in Appendix 13.1)
- FBL Legal Methods “Building Legal Information Skills” activity (see further details in Appendix 13.2)
- FBL Criminal Law library teaching (see further details in Appendix 13.3)
- HLS Critical Appraisal Skills “Problem-based Learning” library intervention (see further details in Appendix 13.4)

We intend to use this information, not only to influence UWE policy and practice, but also to contribute stories/evidence to other projects and to outline best practice that can be shared, as well as utilizing the models being created in other projects, such as the Lib-Value Project (Tenopir, 2012a).

Faculty staff interviews and student focus groups were used to:

- gather evidence regarding the perceived impact of these interventions
- gather feedback to identify possible enhancements to the library interventions
- investigate the drivers and barriers to faculty staff embedding library teaching within their modules with a view to recommending future processes and effective strategies to build on partnerships with faculty staff.

A lack of student volunteers for the focus groups, particularly for the BLIS intervention, and difficulties engaging with busy faculty staff limited conclusions. Literature was reviewed to support the research and illuminate findings.

Findings showed that:

Both the faculty staff and the students interviewed were largely positive regarding the structure, content and administration of the four library interventions, including the methodologies used and the impact of the librarians on the success of the session. Some constructive criticism was also received.

The overwhelming majority of comments relating to the perceived impact of the library interventions (84%) were positive and none was negative, with a perceived increase in confidence in searching for information forming one fifth of the positive perceived impact comments. Altered searching behaviour, improved searching competence and development of new skills was also reported.

Where the skills learnt during the library intervention were assessed, there was general agreement that this motivated students to engage, particularly when marks were awarded.

Particularly for the Criminal Law intervention, presenting the IL instruction within a disciplinary context and using examples relevant to the students was a key motivating factor to student engagement with the intervention.

The librarian/faculty staff relationship and a desire to improve student engagement with library information skills teaching were key factors in driving the embedding and assessment of library interventions. There are several successful strategies and processes at UWE that encourage the development of the librarian/faculty staff relationship including librarian attendance at faculty meetings, a 'Librarians on Tour' initiative and the introduction of library "Welcome" emails for new staff.

2. INTRODUCTION

2.1 MEASURING LIBRARY VALUE AND IMPACT

As indicated by Poll (2012), libraries have traditionally collected and presented basic data about the input into their services (funding, staff, collections, space, equipment) and the output (loans, visits, downloads, reference transactions). However, more recently, and along with other non-profit organizations, there has been a greater focus on libraries needing to prove their value. Poll (2012) defines value as 'the importance that stakeholders ... attach to libraries which is related to the perception of actual or potential benefit; monetary value may be included'.

Oakleaf (2010), in a research report on the value of academic libraries, reviews the quantitative and qualitative literature, methodologies, and best practices currently in place for demonstrating the value of academic libraries and identifies where gaps in this research occur. She observes that 'there are no simple solutions to the challenge of articulating academic library value'.

Tenopir (2012b) groups value measurement into 3 categories: implicit value (measuring usage and assuming if the library is used then it is valued), explicit value (asking stakeholders about the value or outcomes attributed to their use of the Library Service), and derived value (value in monetary terms including Return on Investment). She describes two methods - critical incident (to show outcome) and return on investment - that can be used to measure and demonstrate explicit and derived value of academic libraries. Results from several studies that use these methods are described in the context of the Lib-Value project.

The Lib-Value Project (Tenopir, 2012a) was established to focus on the value, outcomes and return on investment of academic libraries and is about to publish models and web-based tools from phase iii of its work that will help to calculate and assess value and return on investment. Tenopir (2012a) argues that in "an age of continually growing digitisation, globalisation and abundant information, the value of academic libraries is greater than ever before" and that academic libraries "remain central to research and education as they ensure information access, foster innovation, encourage collaborative research and promote information literacy skills vital to the success of tomorrow's leaders".

According to Poll (2012) the measurement of value has largely been carried out through impact assessments.

Markless and Streatfield (2006) define impact as ‘the difference made to individuals or communities by a service’ which, as Brophy (2005) points out, can be either positive or negative, short or long term, what was intended or something entirely different. The difficulties inherent in studying impact are widely acknowledged (Payne et al, 2004, Brophy, 2005, Poll and Payne, 2006). Brophy (2005) describes the development of a model for assessing the Level of Impact (LoI) of a library service, while Markless and Streatfield (2006), within their Impact Implementation Initiative, recommend a process model in which managers are encouraged to explore impact by looking for changes within their users in the areas of:

- Behaviour (doing things differently)
- Competence (doing things better)
- Levels of knowledge
- Attitudes (e.g. confidence, valuing librarians)

According to Poll (2012), impact studies are particularly appropriate for demonstrating changes in skills and competences and higher success in research, study or career. The Library’s influence on a student’s success might be shown in the quality measures used by the university, such as high marks, retention and employment. Various methods could be used to answer the questions sought through an impact study, including “stories” about students’ personal experiences of skills development.

This links with a recent report from the University of Loughborough on evolving value for academic libraries. In this, Creaser and Spezi (2012) assert that the drivers for collecting evidence of value are the desire to serve the community of users and the need to substantiate budget allocation claims. Although in the UK the latter is largely done through quantifiable evidence such as statistics, a more recent preference in the US is to use “success stories”. Creaser and Spezi (2012) encourage librarians to collect testimonials, which, when collated, can provide a powerful body of evidence of value.

Wong and Webb (2011) in Hong Kong and Stone and Ramsden (2012) in the UK successfully demonstrated a statistically significant positive correlation between library resource use and level of students’ academic performance. However, the conclusions drawn were not indicators that library usage and student attainment have a causal relationship. As Poll and Payne (2006) acknowledge “The main problem of impact research is that influences on an individual are manifold and that therefore it is difficult to trace changes and improvements back to the library”. Markless and Streatfield (2013, p.75) also sound a note of warning, recommending that researchers “Try to be realistic about what can be demonstrably achieved ... cause and effect relationships are difficult to establish in the real world”.

2.2 EMBEDDING AND ASSESSING INFORMATION LITERACY

Oakleaf (2009a) advocates information literacy (IL) assessment not only as a means of being accountable to stakeholders, but as a way of demonstrating librarians’ contributions to student learning, gaining feedback to improve librarian teaching, bolstering instructional program performance, and increasing student learning.

Oakleaf (2010) also states that “The best learning assessments are authentic, integrated, performance assessments focused on campus learning outcomes including information literacy”.

Knight (2002) maintains that IL assessment success can be leveraged to form collaborations, find funding, and champion change and that the data resulting from assessments helps to strengthen librarian connections with faculty members.

Lockerby et al. (2004) recommend that collaborative assessment results can also be used to reaffirm the importance of the information literacy instruction to faculty and encourage new faculty members and departments to become involved with information literacy initiatives. While library literature includes examples of collaborative information literacy instruction, few examples of collaborative information literacy assessment exist (Jacobsen and Macey, 2007).

Farber (1999) notes that “from an educational perspective course-related instruction was the most effective” and that students are more likely to value information literacy instruction when information skills are presented within disciplinary contexts. Koneru (2006) asserts that collaboration between librarians and faculty staff is an essential component of successful information literacy instruction. Creaser and Spezi’s survey (Creaser and Spezi, 2012) indicated that having library teaching that is embedded in programmes was felt to be highly valued by teaching staff in all three regions studied (UK, US and Scandinavia).

Creaser and Spezi (2012) note some of the key issues identified by librarians as being central to working with faculty staff as raising awareness about library products and services, in addition to value measurement and perception. They recommend that library managers “Document the processes and effective strategies for building partnerships with teaching and research staff, so that these can be replicated easily”. Cooke et al. (2011), investigating the perceived impact and value of academic liaison librarians (ALLs) at Loughborough University, also discovered that there was scope to increase awareness of the range of services on offer.

The literature suggests a variety of other barriers to collaboration between faculty staff and librarians including:

- lack of recognition by faculty staff of the importance of teaching IL skills and a belief that it is something students already know, will "pick up," or that cannot be taught (McGuinness, 2006)
- even when academic staff acknowledge the importance of IL instruction, they may not make time to integrate instruction into their courses (Leckie and Fullerton, 1999).
- a perception by faculty staff that the production and dissemination of information is their role (Christiansen et al., 2004)
- the physical separation of faculty staff from the library (Christiansen et al., 2004)

- infrequent interaction between library and faculty staff revolving around “functional” matters with librarians viewed as reactive service providers (McGuinness, 2003)
- the ambivalence of some faculty staff towards closer library liaison resulting in an “asymmetrically disconnected” faculty-library relationship (Christiansen et al., 2004)

Many faculty staff, however, recognise both the value of IL instruction and the role of librarians in teaching such skills (Cooke et al. 2011, Manuel, 2005). Clearly, academic staff attitudes vary widely in relation to IL collaboration, some hindering collaboration while others facilitate partnerships.

2.3 THE UWE CONTEXT

Librarians have been offering information skills sessions to students for decades. However, there are now various forces combining to change the environment further and to give cause for more critical reflection, analysis, action and evaluation of these interventions:

- increasing numbers of students studying part-time/at a distance
- increasing use of technology enhanced learning and social networking technologies
- the need to engage students early in their studies in order to aid retention
- the need to develop confident learners who can transfer their skills to a range of post-university futures

A number of UWE initiatives have offered a timely opportunity to focus on the further development of information skills:

- the portfolio review and curriculum refresh has given rise to collaborative working between library and faculty staff to embed information skills appropriately into the new/revised programmes
- the introduction of a new academic integrity policy has raised the need for co-ordinated efforts to develop students’ understanding of plagiarism and how referencing skills can help to overcome this
- the revitalisation of Reading Strategies has raised the need to ensure students are equipped with the skills to find information beyond the reading lists they are given
- the introduction of a new Library Search facility has placed the focus on evaluation of resources rather than just the ability to find them.

Taking account of various recent studies by Oakleaf (2010) and Creaser and Spezi (2012) and projects such as the Lib-Value Project (Tenopir, 2012a), faculty librarians have been discussing how they might measure and evidence the impact of their activities on university strategies, and particularly how their learning and teaching interventions impact students’ skills development and academic achievement.

According to Oakleaf (2010) “librarians can integrate library services and resources into high impact educational practices” such as first-year seminars, linking library resources into course materials and collaborating on assessment design. Indeed,

these practices are being implemented in pockets across UWE and are ripe for evaluation and assessment (see Appendices 13.1, 13.2, 13.3 and 13.4).

These initiatives share similar aims:

- To ensure that students can access and effectively use library resources
- To embed library content at the appropriate time and place
- To empower students to learn independently
- To offer interactivity and the opportunity for reflection and assessment
- To recognise the importance of information literacy skills
- To provide accessible and inclusive opportunities by employing different methods and technologies.

Creaser and Spezi's (2012) research indicated that embedded library teaching was felt to be highly valued by teaching staff. Creaser suggests that academics can easily see the value of what librarians provide and the impact this has on the quality of the work they receive from students. In addition, it appears that the library's input into curriculum design is appreciated and generally well received by both senior managers and teaching staff. But is that the case at UWE and can we generate stories to add to the evidence of impact suggested in that study?

3. PROJECT AIMS AND OBJECTIVES

The aim of this study was to discover the perceived impact and to identify the value of library interventions within the curriculum in developing information skills. This information will then be used, not only to influence UWE policy and practice, but to contribute case studies ("storie"), as described above, and to outline best practice that can be shared, as well as utilizing the models being created in other projects, such as the Lib-Value Project (Tenopir, 2012a).

The project objectives are:

- To gather feedback on specific library interventions during 2012/13 to identify possible enhancements and to improve librarian teaching
- To analyse the perceived impact of specific library interventions on students' information skills development during 2012/13
- To define and promote the value of the impacts measured
- To investigate the drivers and barriers to faculty staff embedding library teaching within their modules with a view to recommending future processes and effective strategies to build on partnerships with faculty staff

The evidence gathered will be shared internally and externally and will be used to develop and inform future practice. During the project, any specific issues for students with protected characteristics which come to light will be investigated.

Initially a fifth objective existed:

- working with the faculty staff associated with the chosen library interventions, and a member of staff from Corporate and Academic Services, to analyse

student results and to compare them with previous years' results to ascertain the impact of library interventions on student academic achievement

Following careful consideration it was felt that, even if a correlation between library intervention and student achievement were evident, it would not be possible to prove a causal relationship due to the number of uncontrolled variables, such as the recent curriculum refresh. For this reason, it was decided not to look for a correlation between student academic performance and library intervention in this study.

4. METHODOLOGY

Phase 1 of the project involved evaluating the impact and identifying the value of 4 library interventions embedded within the curriculum of the Faculty of Environment and Technology (FET), the Faculty of Business and Law (FBL) and the Faculty of Health and Life Sciences (HLS):

- FET Library Online Workbook (LOW) (see further details in Appendix 13.1)
- FBL Legal Methods Building Legal Information Skills (BLIS) activity (see further details in Appendix 13.2)
- FBL Criminal Law teaching (see further details in Appendix 13.3)
- HLS Critical Appraisal Skills Problem-based Learning (PBL) (see further details in Appendix 13.4)

Feedback was also gathered regarding possible enhancements to these library interventions and the perceived drivers and barriers to embedding library interventions within the curriculum.

4.1 GATHERING THE DATA

Four student focus groups were scheduled, one for each library intervention. The potential pool of students from which volunteers were drawn was:

- FET LOW – 500 students
- FBL Legal Methods BLIS activity – 400 students
- FBL Criminal Law teaching – 400 students
- HLS PBL – 32 MSc Public Health students targeted

Support from the module leader and use of Blackboard aided recruitment of focus group participants from library intervention attendees. Students were emailed via Blackboard about the opportunity to volunteer and Amazon vouchers were used as an incentive. Support from student representatives was also helpful in encouraging participation.

During the focus groups, guiding questions were used (see Appendix 13.5), based on Markless and Streatfield's (2006) Impact Process Model, and a desire to gather feedback to improve librarian teaching. Quantitative data was also collected in the form of feedback from students regarding their perceived level of confidence (on a 1-

6 point scale) before and after the library intervention. The focus group discussions were recorded.

One-to-one interviews were also carried out with faculty staff who led modules within which the library interventions occurred. A total of 4 one-to-one interviews were held, from a pool of 12 potential staff. Faculty librarians, who already have strong relationships with these staff, approached relevant faculty staff to request their participation in the project. During the interviews, guide questions were used (see Appendix 13.6), based on Markless and Streatfield's (2006) impact process model, a desire to investigate the drivers and barriers to embedding library teaching, a desire to gather feedback to improve teaching, and a desire to check whether the teaching had any particular impact on black and minority ethnic students, students with disabilities or male students, in particular. The interviews were recorded.

Many lecturers hadn't been present at the initial embedding of the library intervention within their module, so one-to-one interviews were also carried out with faculty librarians who had been instrumental in setting up each of the library interventions, in order to gather further feedback regarding the drivers and barriers to embedding the library interventions. The interviews were recorded.

4.2 ETHICAL ISSUES

In keeping with ethical recommendations, all participants received a Participant Information Guide (see Appendix 13.7) prior to participating in the project and signed a Consent Form (see Appendix 13.8).

Although this topic was not "sensitive", anonymity was guaranteed within the report. However, verbal permission was obtained from the staff interviewed to link their comments to their department for the purposes of comparison, even though it was explained that this would decrease their anonymity.

Research data was stored on UWE's computer system in an area of SharePoint that could only be accessed by the 5 Project Team members, each of whom is a member of senior library staff grade H or above. The data will be stored until the report has been reviewed and accepted, the project is complete, and the findings have been disseminated, and will be destroyed no later than 6 years after collection in accordance with University policy.

4.3 ANALYSING THE DATA

The recorded focus group discussions and staff interviews were transcribed and comments were then colour coded by broad theme according to the key below:

Positive comments on the form, content and administration of the library intervention, including timing

Neutral, developmental or negative or comments on the form, content and administration of the library intervention, including timing

Positive perceived impact of the teaching in terms of change in behaviour, competence, level of knowledge or attitude

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Neutral perceived impact of the teaching in terms of change in behaviour, competence, level of knowledge or attitude observed

Negative perceived impact of the teaching in terms of change in behaviour, competence, level of knowledge or attitude

Motivation of students to engage with the intervention

Perceived drivers to embedding library teaching

Perceived barriers to embedding library teaching

Once coded, Microsoft Excel was used to compare comments and to look for similarities, themes, and also divergence in attitudes and opinions. Comments for each library intervention were further classified by topic. The topics chosen are listed below:

| Theme | Topic |
|--|-----------------------------------|
| Course Positive or Course Developmental | Structure |
| | Administration |
| | Content |
| | Time |
| | Level of difficulty |
| | Look and feel |
| | Future library input |
| | IT |
| | Librarians |
| Impact Positive or Impact Neutral | Competence (do things better) |
| | Behaviour (do things differently) |
| | New skill - evaluation |
| | New skill - referencing |
| | New skill - transferable |
| | New skill - truncating |
| | New resources |
| | Not yet used |
| Attitude - librarian | |

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| | Attitude - confidence |
| | BME |
| Motivation | Assessment |
| | Administration |
| | Librarian |
| | Relevant content |
| | Peer recommendation |
| | Structure |
| | Attitude |
| | External factors |
| | Timing |
| Drivers and barriers to embedding teaching | Librarian/faculty staff relationship |
| | Attitude – importance of IL |
| | Ease of scheduling |
| | Ease of implementing |
| | Curriculum refresh |
| | Improve student engagement |
| | Best use of resource |
| | Librarian initiated |
| | Academic staff initiated |
| | Evolution of previous librarian teaching |
| | Essential for course structure/content |
| | Evidence of library teaching success |
| | Lack of awareness |
| | Attitude - IL skills not relevant |
| | Attitude - IL skills already developed |
| | Attitude - one point of delivery |
| | Staff time and workload |
| | Curriculum time |

| | |
|--|---------------------------------------|
| | Lack of librarian/faculty staff forum |
|--|---------------------------------------|

Feedback which was vague or did not add greatly to the research was discarded e.g. 'I thought it was alright', while comments which related to two themes (e.g. to both course administration and student motivation) were considered within both contexts.

A selection of the comments collected during the study are available within the results section of this report.

5. RESULTS

See Appendix 14

6. FINDINGS AND DISCUSSION

6.1 STRUCTURE, CONTENT AND ADMINISTRATION OF THE LIBRARY

INTERVENTIONS

STRUCTURE AND ADMINISTRATION

In general, both the faculty staff and the students interviewed were complimentary about the structure and administration of the four library interventions.

An HLS PBL student commented that "The methodology... I think that was the best way to be taught really" while another "loved that it was practical". An FBL Criminal Law student noted that "I thought the session was very organised and planned in the sense that what we did was applied it immediately to the questions that related to our Criminal Law presentation", while the FET LOW prompted students to explain that "It was very well structured" and "...it was ... easily set out, in different categories, I didn't find myself getting muddled up in it, so it was good...". The FBL BLIS lecturer observed that "... [the students] all enjoy doing a hands on session with a computer, I have never had any feedback to say "we didn't like it, it was boring!""

There were also many positive comments regarding the librarians' input into the teaching. The FET lecturer had observed that "Yes, it was all very well facilitated, it was nice [the librarian] came to introduce it ... if someone different comes in and tells [the students] something ... they think "This is different! We must pay attention now!" The FBL BLIS lecturer pointed out that "... you have friendly Librarians who run the session, they are very accessible, they make it clear to the students they can come and ask for advice at any time, which I think is excellent..." while an FBL Criminal Law student commented "I liked that we went through our questions and [the librarians] kind of helped you to know how to research things". The HLS lecturer observed that "... it was obvious that it was good to have [the librarian] with the expertise delivering [the IL teaching], rather than one of [the module leaders] ...". One of the HLS students felt that the presence of more librarians might have been beneficial: "... it wasn't so easy for [the librarian] to pay attention to everyone ... so I am thinking if we had more tutors ..."

The look and feel of the library teaching received positive comments in general from students:

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"I like the layout ... and the fact that you have a picture of all your staff as well, that's nice!" Criminal Law student

The only slightly negative comments related to the FET LOW being "a little out dated in a sense", "an older looking website" and the links within it to video material needing to be more "slick".

Both students and staff liked the fact that much of the library intervention material was accessible online and at their convenience. The FBL BLIS lecturer felt that "... the fact that your materials are then available online, so [the students] can run through the BLIS tutorials is also really good as they can organise their own time around them. So my view is that it works extremely well". A FET student praised the fact that "... the feature when you can save and leave [the FET LOW] and come back to it, that is really good and saves you having to commit to 2 hours in one go", while another appreciated that "... we can always go back to [the online tutorial] which is quite useful".

Faculty staff and students were generally happy with the timing of the library interventions which were often scheduled and customised to fit with specific assignments. The FBL BLIS lecturer felt that "I think the timing is perfect ... I think it was wrong when it was delivered during Induction" while for a Criminal law student "it was good it was a lot before [the assignment], just because it gave us time ... instead of it all being crammed in ..." The HLS lecturer stated "[the library teaching] fits very nicely with the lecture on systematic review" and the FET lecturer's reason "to locate [the FET LOW] at some point in November, was it was the start of a technical project ... which is researching ... literature".

Where there were more developmental timing comments they frequently related to the fact that it would have been beneficial if the teaching were delivered earlier so that the skills could have been applied earlier. Several Criminal Law students in particular expressed this wish because they felt that parts of the Criminal Law library intervention "... would have helped us through our BLIS Methods test as well because there was a lot of information, how to find things and ... what they covered was actually in our BLIS test so that probably would have helped us achieve a better marking on the BLIS test if it was done beforehand". However, Legal Method, where BLIS sits, is a first semester module and Criminal Law a second semester module. Comments from the FBL Criminal Law lecturer also tempered the desire for earlier library input "... I would have preferred [the library teaching] to have been maybe 2 or 3 weeks later [than it was] ... a lot of students didn't recognise the importance of it and so therefore didn't make the effort necessarily... a lot of international students haven't actually flown back in yet ...". With changes to the Criminal Law module in the pipeline (see Future Library Input), the programme leader has recognised the potential for some of Criminal Law's elements to be included within the earlier BLIS tutorial - "it is possible that we could incorporate a little bit more to do with socio-legal research". There was also recognition by students that having an element of library input outside the Legal Method module within the second semester did reinforce IL skills: "...you could even do [a session] in January just to remind us" and that "... resources and stuff we had never heard of before, it is a bit much to have all crammed into one lesson".

FBL Criminal Law and HLS students expressed an interest in repeated library teaching sessions "for students who may have missed it or students who just want to recap the information". An HLS student commented that "... it is good to be doing [the library teaching session] once in a while, not only that day, so like every 3 months, that would be nice, so you can refresh". For Criminal Law these sessions

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('clinics') were in fact made available and their importance was appreciated by the Criminal Law lecturer "[running library clinics] was ... picking up the stragglers, but also I think, as you are researching ... you don't understand how to look for something very specific and ... that is too focused to cover in that workshop, so being able to go and ask those questions [at a library clinic] is important.". The Criminal Law lecturer also suggested "... it might be beneficial to break [the teaching] into doing some catch up [sessions], I know you did one this year because of the snow, but I think that publicising, for those students who haven't plugged into it and then realise they missed out on something that would have been really beneficial, you could maybe still catch them ...".

There was some student criticism of group size in relation to the HLS PBL intervention, in terms of the groups that students formed within the session ("Specifically in my group I think we were 6 ... ideally a smaller group would have been better."), however frequently the groups were smaller ("Mine was a smaller group, only 3 of us and ... it was better").

Some FET and FBL Criminal Law students suggested that the library material would benefit from being broken down into more manageable chunks. For the FET LOW "it was too extensive, 2 hours is too long to spend" and "I did find it a little wordy in parts, and thought ... just slow down and just kind of break it down a bit", while for Criminal Law there was a desire for "a bigger break in-between [the sessions]", for use of "different media platforms" and for it to be "slightly more interactive".

CONTENT AND LEVEL OF DIFFICULTY

Comments relating to the content and level of difficulty of the library interventions were also largely positive:

"I thought that what the Library provided was really good, I liked it ... [The librarian] put together some worksheets that were specifically aimed at the [assignment] questions that we were giving to the students ... it was a really good way of getting them off on the right foot." Criminal Law lecturer

"Yeah, [using examples relevant to our assignment] makes [the library teaching session] more interesting." Criminal law student

"The teaching session is good, it is accessible to students ... and it engages them" BLIS lecturer

"...[the FET LOW] was very thorough, it covered everything you needed to know and there were also ... more tabs could be opened if you wanted to ... look further into how you could access papers online." FET student

"... most of the resources ... I had never used before, so at the start it was quite difficult, but ... with the help of the Librarians..." Criminal Law student

For HLS, the students commented that "the Library work session was interesting", while the lecturer exclaimed that "Yes I did [learn something myself]!"

However there were also some suggested modifications/developments:

- The FET students commented that the library assessment test could be more challenging ("...when it comes to the multiple choice part ... put similar answers in there to make the person think ... test their intelligence ...") which

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was supported by student comments overheard by the lecturer that "... [the test] was dead easy".

- The FET lecturer also explained that " ... the other thing I think that is important ... is that ... there should be a reading culture associated with [architecture] ... and the Library is quite nicely set up with architectural books ... and [the students] need to go and look at [the books] and use [them], which the [FET LOW] doesn't do".
- Within the HLS PBL session the lecturer observed that 'there was a bit of confusion on the part of the students about ... when you first go into the Library [web page] and there is that general search box ... the students seemed quite insistent that they could find what they needed doing that ... So [the librarian and I] did try and respond to that ... but I think [the students] still weren't convinced".

FUTURE LIBRARY INPUT

Even where library interventions are considered successful, they can still be subject to change due to decisions made at faculty level in order to improve the student experience. For example, the Criminal Law lecturer explained that changes to the Criminal Law assignment were planned which would mean that "... rather than giving the students one, 2 hour Library workshop and then setting them loose on a research task that takes them 8 weeks to do, I think the feeling is that we will do smaller, more manageable tasks ... setting of the tasks will require Library input to make sure we are getting them to fully explore all those available resources we have got here.". Similarly the HLS lecturer spoke of HLS plans: "over the Summer we are going to be re-writing all those modules and I don't know how Critical Appraisal will fit into them and whether we will still even have that session. I think it is very useful, so I will push for it, but there is no guarantee".

For three of the four interventions there were suggestions from the module leaders of other modules to which embedded library teaching could be extended:

FET - A refresher library session at level 2 or 3 and/or the Design and Research Strategies module at level 2

FBL - FBL Legal Professional Skills module at level 1

HLS PBL - HLS Critical Appraisal Skills module in Hong Kong

However, for the FBL BLIS intervention, the lecturer saw that particular library teaching session as the main vehicle for imparting the IL skills to the students that they would require for their course and future career - "the only suggestion I have ... [is] trying to ring fence Library stuff towards [Legal] Method rather than scatter gun it across other modules".

6.2 PERCEIVED IMPACT OF THE LIBRARY INTERVENTIONS

The number of perceived positive impact comments received in relation to the four library interventions (98) far outweighed the number of perceived neutral impact comments (18) and no negative impact comments were received.

IMPROVED CONFIDENCE

Over a fifth (21/98) of the comments relating to the perceived positive impact of the library interventions mentioned an increase in confidence on the part of the student

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when searching for information, mostly relating to the Criminal Law and HLS PBL interventions. Just a few are listed below:

“... basically [I was] not confident at all before ... it has actually been a few months since the session but yet to say I am still confident, being able to research, very helpful session.” Criminal Law student

“I can look at the key words in a research title or subject and be able to confidently use it for the search.” HLS student

“... I've become more confident at [researching] and I understand it better. I can easily do it now.” Criminal Law student

“I know that [the previous module leader] always very much believed that students' confidence increased.” Criminal Law lecturer

“It helped me with some referencing that I wasn't very familiar with. Now I am much more confident, I know how to do it.” FET student

This is supported by the data from Section **Error! Reference source not found.**, which shows that all students in the HLS and Criminal Law focus groups felt that their confidence had increased following the library intervention. The same data shows that the majority of FET students also perceived an increase in confidence, with just one of the students showing no increase in confidence as “I don't think [it has affected how I feel about research] ... I was always confident in getting it done ... this obviously helps in terms of knowing where to look.”

Although the FET lecturer hadn't noticed any improvement in the students' confidence, he was quick to point out that “[the FET LOW] is embedded in a studio module, so the number of times that [students] would be using the Library as a requirement is relatively limited “ and “I need to reflect on that technical project ... to give it a stronger individual output from each student, in terms of technical research ... so I think I will be able to ... get some sense of the impact of [the FET LOW] and how [the students] are using Library resources much more clearly next year.”

ALTERED ATTITUDE TOWARDS LIBRARIANS

In addition to positive comments, particularly from lecturers, regarding the librarians' input into the teaching, there were also comments that showed the library teaching had prompted a change in the students' attitude towards librarians. A Criminal law student commented: “I've ... learnt that there are actually librarians to help you here ... you can actually contact [the librarians] and they do understand how to research Law in the way we are doing it. So I was quite surprised, I didn't know.”

This change in attitude can extend beyond the student's time at university. The same student commented “I think also [the library teaching has] promoted the Library, so therefore, when you do finish university, there is always your local Library to stroll down to and ask the librarians”

ALTERED BEHAVIOUR

Several of the comments indicated a change in behavior on the part of the students, particularly in where they chose to begin their research:

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"I think I'd use Google if I did [research] before [the library teaching] ..." Criminal law student

"Usually all I would have would be Google and Wikipedia and [the library teaching] showed me how to find the specific books that are appropriate to the topic I am looking for and that is very helpful as it is much more reliable ..." FET student

"... initially I was using mostly Google Scholar ... but with this [library database] ... I am finding more relevant papers" HLS student

"... you can definitely see [that the students' research skills have been affected] in their research trails, when ... marking portfolios ... the people who have attended [the library teaching] ... have invariably used a better selection of material." Criminal Law lecturer

USE OF NEW RESOURCES

As a result of the library intervention, Criminal law, BLIS and HLS students all used new resources. The BLIS lecturer stated that "Not in my experience, no [students have not used the legal databases before arriving at UWE]" while Criminal Law students mentioned use of Westlaw and Lexis Library which they hadn't used prior to their BLIS sessions, the Parliament website and Nexis. For HLS students, the library intervention introduced them to the Cochrane database "that's the biz!".

LEARNING NEW SKILLS

Following completion of the library interventions, comments from students in all 3 focus groups indicated that they had learnt or improved two particular key skills: evaluating resources and referencing.

"... I think [my ability to evaluate resources] has changed. Purely on the trust aspect and being confident knowing which resource is more trusted than others. Also, appreciating why they are trusted and why they are not ..." FET student

"It is easier for me to know ... [a paper's] authenticity." HLS student

"... [the library databases Lexis Library and Westlaw] deal with law more directly, however Google could be just someone's own personal opinion ... so it could be biased." Criminal Law student

"... I had only ever done Harvard [referencing] before, so I did really appreciate the Library session as it was the introduction of how to use OSCOLA ..." Criminal Law student

"... [the FET LOW] has assisted with getting references down, has made it easy ..." FET student

One student also commented that "that truncation, I have never learned that before ... it is really good!"

Several comments from both students and staff supported the idea that library interventions can teach students skills that they will use in other areas of their study, work or in their wider lives. These transferable skills included research skills generally, legal research skills and coping in an online environment:

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“Law and Psychology really just don’t go together, they are completely different, but actually the research bit of [Criminal Law] has helped for Psychology, like websites that are genuine, so things like that.” Criminal Law student studying Law with Psychology

“In terms of research obviously ... through your career, as long as you keep the basic principles in mind of knowing where to look, you can take that with you.” FET student

“[the library teaching] helps towards knowledge on law and ... hopefully when we are working as a Lawyer it will help us in finding resources and researching better.” Criminal Law student

“[The students learn]... really important core skills ... and if they don’t have that core skill they are not going to be able to function as Lawyers basically ... I think there is a high level of [information literacy skills] being transferable ...” BLIS lecturer

“I would say it is an essential exercise to get through this computer age time, where most of the things are online ... it helps you I think at home, those skills.” FET student

“... even if you are going to be searching on a website or Google, you know how to go around it ...” HLS student

Although the HLS lecturer hadn’t yet seen any evidence of the library teaching effecting student research skills, she did add that “I haven’t really set them any work where they would have had to do searches themselves”. Several student comments also related to the fact that they hadn’t yet had the chance to put newly learnt skills into action. For example, a FET student commented “I haven’t really had too much of a chance to apply [the library teaching] just yet.”

IMPROVED COMPETENCE

Having completed the library interventions, students in all 3 focus groups and the HLS lecturer reported that they could now research better (24/98 positive impact comments). This covered a wide variety of areas including knowing which databases to use, improved use of search terms, finding results more quickly or easily, finding more relevant results, and better handling of results. A selection of comments are listed below:

“now I know how to put in the search words, synonyms, the truncation, that sort of stuff, it is easier to search now, I don’t have to spend hours searching.” HLS student

“... using the same resources but potentially finding it easier, or getting hold of things easier” FET student

“I do understand the search engines better, yeah and how to search better and make sure it is more specific, rather than having extremely large [sets of] results.” Criminal Law student

“... this [library teaching] obviously helps in terms of knowing where to look.” FET student

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“... before the specific training session I had a problem on how to export some of the papers I got after doing the search on the databases ... but after the training I knew how to add those papers to folders and to export them.” HLS student

PERCEIVED IMPACT ON BLACK AND MINORITY ETHNIC STUDENTS

Throughout the research we have been asking lecturers whether they have perceived any particular impact of the library interventions on any Black and Minority Ethnic (BME) students, students with disabilities or male students. In most instances they had not, but the Criminal Law lecturer did observe that “... this year we have a group of African male students, and they are like sponges, they are giving the entire degree everything they’ve got... so you will have seen them [at the Criminal Law library session] and they will have benefited from it ... I think that international students particularly tend to plug into those things more because they recognise that they are studying in another language, culture and country, this particular group ... they are all tremendously motivated. They have undoubtedly done some of the best work I have seen ... they wouldn’t have been able to do that without the Library support ... “

The 10 students who volunteered to be interviewed in the 3 focus groups were a diverse group, including both males and females and with some being international students. All the students contributed to the discussions, so the views reflected in this research include those of these students.

6.3 MOTIVATION OF STUDENTS TO ENGAGE WITH THE LIBRARY INTERVENTIONS

ASSESSMENT OF THE INTERVENTION

Where the skills learnt during the library intervention were assessed, as advocated by Oakleaf (2009a), there was general agreement that this motivated students to engage, particularly where marks were awarded:

“... students seem to be more motivated if they know they are going to be assessed, theoretically they should all be interested in the subject for its own sake, but in the real world, we know if we are going to be assessing them on something, that will increase their motivation and attendance dramatically.” BLIS lecturer

“Yeah, that percentage they put on the test is a good incentive definitely, because as you can appreciate some students probably wouldn’t bother taking their time to look at a library service, but they should at this level, but some don’t.” FET student

“I think definitely, knowing I would have to do this [assignment], knowing I would have to produce a piece of work. I think that was a key motivator, because if I don’t go I wouldn’t have known what to do ...” Criminal Law student

Where there wasn’t a direct assessment of the library intervention, there was recognition that those skills would be needed for successful completion of a dissertation. One HLS student commented “I wanted to get more skills ... for dissertation, to make it easier so that I don’t have to waste as much time.”

RELEVANCE AND LEVEL OF DIFFICULTY OF SESSION CONTENT

Farber (1999) noted that students valued IL instruction when it was presented within disciplinary contexts and this was supported by comments received during this research.

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For the Criminal Law focus group, the use of examples linked to their assignment topics within the library teaching session was a key motivator. One student commented that “[The library teaching session questions] encourages [the students] to actually focus as well in tasks, they know they are going to be studying either one of those questions”, while another explained “I’d be really disappointed if we were to cover a similar topic [to our Criminal Law assignment questions], rather than the actual topic”.

For the HLS PBL teaching the librarians found that “... [the students] just loved [PBL], they took to it so well ... in fact they are probably used to doing PBL out in the curriculum ... and yes, they really enjoyed the session and found them practical and relevant and really helpful for them in order to practice researching topics for when they went on to do their own dissertations”.

The FET lecturer noted “I think [the FET LOW] is a nice easy thing that [the students] are quite happy to have a go at ...”.

ADMINISTRATION OF THE INTERVENTION

A large number of the comments relating to motivation of students to engage with the library intervention centred on the administration of the interventions. These comments covered the importance of:

- advertising the sessions to students via Blackboard notifications and lecturers

“... I put a whole heap of stuff on Blackboard saying, “it is strongly recommend that you attend this, you will be given information that you will not get any other way”, and I think it was better attendance this year, but I think that might have been even better had I had an opportunity to go into the lecture and say that as well.” Criminal Law lecturer

There was a warning note about overuse of Blackboard to communicate with students in that “We were told [about the library teaching session] by our lecturer ... [using] things like Blackboard ... [it needs to be] bold, kind of, because sometimes it is just all the same malarkey,”

- communicating the value of the sessions to students

“People do respond to incentives, so maybe seeing something like “generally people who go [to the teaching] have higher scores” ... which I am sure may be true” Criminal Law student

“... you were told it would be very necessary to attend those sessions if you were to succeed in the module.... Yes [the module leader told us that].” HLS student

“... a lot of them, they don’t really realise what it is they don’t know until they try to do it and know they can’t do it. Now, I think the problem is, by the time they’ve realised, it’s happened.” Criminal Law lecturer

- the timing of the session

“[the library intervention] is very early on in their studies and they tend to be very engaged in the first couple of weeks” BLIS lecturer

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- focus on attendance

There was an interesting discussion within the Criminal Law focus group of how more strict monitoring of attendance and possibly even rewarding attendance or taking punitive action against those who do not attend, might improve motivation of students to engage with the interaction. There was consideration of whether this was ethical (“You can’t force a student to learn, it is up to them”, “... you couldn’t necessarily, well punish them in a way!”) and in the end the group seemed to agree that it was better to “encourage instead of to make it more of a punishment thing ...”, and to be aware that “There are lots of different reasons why students don’t attend.”

PEER RECOMMENDATION

Recommendation by peers is a motivator to attend library interventions according to one of the Criminal Law students:

“... my peers were like ‘this is going to be really important for you to go!’ and I was like ‘what’s this about?’, yeah, that’s why I went really. Student reps ... we have lots of conversations about it”

LIBRARIAN’S MOTIVATING EFFECT

The FET lecturer observed that “[the librarian] came in, so it was someone new” and that the students were motivated as they therefore perceived the teaching as “a serious thing”, while the BLIS lecturer felt that “friendly librarians ... make it clear to the students they can come and ask for advice at any time”. A Criminal Law student agreed that “the [librarians]... were really approachable ... and we’d all have to do [questions] and they’d come round to make sure everyone was on the right track, so that was nice, that was good”.

STRUCTURE OF THE INTERVENTION

Both the BLIS lecturer and several of the HLS students acknowledged that having a hands-on practical structure to the library intervention had a motivating effect.

“... [the thing I liked best about the session was that] we actually did it ... we were given the topic and we were guided through searching different databases.” HLS student

STUDENT ATTITUDE

The general attitude of students obviously also plays a role in how motivated they are to engage with the library intervention.

The Criminal Law lecturer observed that “Some of [the students] just think that they know [how to research], and it isn’t until they actually sit down and Google something and think “oh, I don’t really know what I am doing, that Library session would have been useful!”... And it’s gone!”. The same lecturer also felt that a group of African students were “all tremendously motivated”, but continued “I am not sure ... our own home grown minority students [engage with the library teaching], a lot of them ... are almost too cool for school ... like it’s not cool to try too hard.”.

The HLS lecturer felt that practical sessions were at times undervalued by students “I think it is always a problem in education that people perceive that practical that follows the lecture as almost optional ... if they have got the lecture then they have done the theory and they are not going to gain very much from just coming along to that”.

EXTERNAL FACTORS

At times it is factors outside the control of the university that can impact the motivation of students to attend, such as weather conditions (“... we also had weather to contend with ... we had snow”) or external commitments (“I think all our students have home commitments, children to pick up from school ...”)

6.4 PERCEIVED DRIVERS TO EMBEDDING LIBRARY INTERVENTIONS

PREVIOUS LIBRARY TEACHING

For three of the four library interventions, the current embedded library teaching had evolved from previous teaching that was already in place and, in some cases, had been in place for very many years.

“... since I started in my post ... 20 years ago, ... [the law librarians] have always been fortunate really to have been able to deliver our input in an embedded way, at a module level. So, right from the start there has always been a module within the Qualifying Law Degree Programme which has covered Legal Skills.” FBL librarian

“[The FET LOW] originally came from an engineering workbook that [the librarian] had been using with the engineers ... which was a paper printed, literally, a workbook that they were given ...” FET librarian

“[The HLS Critical Appraisal course] was run by [a different module leader] for many, many years. As far as I know [the Library session had been embedded in that]” HLS lecturer

However, our research has shown that there were drivers and barriers to the embedding of those original library sessions and to the continued existence, development and spread of the current sessions. For the Criminal Law library intervention no such session existed until about three years ago, so we also investigated the drivers to the development of that particular library intervention.

LIBRARIAN/FACULTY STAFF RELATIONSHIP

Comments made as part of staff interviews indicated that a key factor in the successful embedding of library interventions is a good relationship between library and faculty staff.

The BLIS lecturer pointed out “When I inherited the Legal Method module, to an extent I inherited the relationship with the Library”. The BLIS lecturer had “always had strong links with the Library anyway and of course have known [the faculty librarian] for a considerable number of years, so [embedding the library teaching] wasn’t difficult ... all of the Library Law staff are very friendly, and very accessible and they have made it extremely easy to have the crossover ...”

For the FET librarian, “... a lot of the [relationships] we started with initially were relationships that had been established before my time and maintained ... I reaped the benefit of the work that had gone before”. However, as the FET librarian was new to the department, she also invested time and energy in building up relationships:

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“When I was new first of all ... I said, ‘Hi I’m new, I need to learn everything, can I come to this meeting ... ?’ ... [and] now we are just accepted as part of their management groups with other associate heads ... It helps us understand the whole context and the other issues they are dealing with so we can hopefully position the things that we have to offer to their benefit.” FET librarian

“... [When we ran the FET Librarians on Tour service] about 50% of the conversation we had were with academic staff, so we just stand in a [faculty] corridor ... so that was just an opportunity to turn the conversation around and ask [staff] about their Library use or things that we could help them with.” FET librarian

The existence of these relationships facilitated rolling out the FET LOW, as the librarians “started really by targeting the modules that had already been using the engineering workbook, but also those that had been calling us in regularly for face to face teaching”. Then, once the intervention was embedded within certain modules, “... the Associate Head ... for student experience ... invited us to a Programme Managers meeting where [the librarians] could then talk about the workbook and explain what it was and why it was useful, and just have a debate with [staff] about what skills they felt their students needed and whether or not this was something that might work for them ...” which helped to ease the embedding of the intervention within other modules.

Appreciating the importance of these relationships, the FET librarian hopes to focus on this relationship-building going forwards:

“... that is really what our whole strategy this year is going to be about, approaching academic staff and how can we liaise better with them and show them what we can do to support them ... [the librarians now] have the target of trying to meet with every Programme Manager once a year and that is going to be interesting.” FET librarian

For the FBL librarian, that relationship-building has the backing of the legal professional body who “does make it a requirement on Law Schools to involve their Subject Librarians ...” with the result that “...the professional input of the academic Law Librarian is valued ... the opportunities to have some input are generally there, I think we can come up with ideas and generally our colleagues are quite receptive to that.” New staff, particularly those taking a management role in terms of leading a particular subject area, are contacted by the FBL librarians, but they are “... trying to evolve things so they are more systematic ... we are seeking to ... target new Module Leaders through appropriate [welcome] emails to build a relationship to invite them to come and talk to us”.

Within HLS, “... the librarians ... all liaise with our programme teams and go to meetings and meet with the academic staff, you build up relationships ...”. Once those relationships are in existence “people do come to us and come to the Library, obviously they can contact us in a variety of different ways ...”. This was supported by the HLS lecturer who observed “it was nice having the contact with [the librarian] as she had already worked with me, so I felt I had a friendly contact in the Library, I could just sort of ring up and say, ‘... can I digitise this chapter?’ and ... everyone was so helpful, and made sure it got done on time, so I was very impressed ...”

Some relationships are further maintained and strengthened by regular library refresher sessions for staff:

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“For adult nursing ... before a session in Year 2, we get the module team to come and have a refresher with us ... I think the people who come appreciate it, in a way it is a safe space for them to explore things that maybe they feel they should know about but haven’t used for a long time as they haven’t been studying for themselves ... [an] informal session over lunchtime.” HLS librarian

The HLS librarian had a desire to make the process of contacting new staff more systematic (“We pick up some [information about new joiners] through starters and leavers emails, general corridor conversations, I wouldn’t say we are that systematic about it yet, again, I think there is an aspiration.”) and explained that there are future opportunities to build relationships with new staff:

“... There’s going to be some sessions for new Modules Leaders ... I emailed the person who is organising them and said that the Library would like to be involved ... that sort of thing is really good when staff are new to UWE to get to know them.”

However it was recognised by HLS librarians that “... as so much is electronic now, if [academic staff] can find the papers they want electronically, then they perhaps don’t have so much contact with the Library, because there is less need to” and that where relationships were good, it had often “...taken years to build up that kind of relationship”.

FACULTY STAFF INITIATION

According to the FBL Librarian, the development of the Criminal Law library intervention was “very much driven by the Module Leader” who came from a socio-legal background and had been appointed to lead Criminal Law. The module leader “knew what she wanted and she was positively disposed towards Libraries and the Law Librarians, and she knew what they could offer and she could absolutely see where it would link into the curriculum”. This view was supported by the current module leader who stated that “it would have definitely been the [previous] module leader that approached the library for help” and “I would say that [the previous module leader] had very strong ideas about what the content of those sessions should be ...”.

Even where embedded library teaching already existed, academic staff frequently took the lead in altering and improving the teaching. For example, the original Legal Method module leader was instrumental in embedding mark-carrying assessment as part of the BLIS library intervention:

“... in fact that [idea] came from [the module leader], he said ‘let’s just give it some marks, let’s make it assessed’.” FBL librarian

LIBRARIAN INITIATION

For the majority of the library interventions in their current form, it was the relevant subject librarian who took the lead in embedding and developing the library teaching, consulting and working with academic staff to successfully embed the teaching.

With the legal information environment changing format from print to electronic, the FBL librarian wanted to provide support within the Legal Method module “... in a way that was more accessible and ... my feeling was, well let’s try and create something online, that becomes a bit of a one-stop-shop for the student to go to ... to make our print resource book electronic ... and interactive, so that’s what we did.”

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The FET lecturer commented that "... I leapt on the opportunity that [the faculty librarian] had put out that there ... that [the FET LOW] was being developed, so I said I would be interested in using it... so [the librarians] wanted to see whether or not we could make it an online workbook and make the whole thing virtual ..."

For the HLS librarian "We did liaise to a certain extent with academic staff but ... I don't think there was any problem around introducing the PBL, I think that was all fairly accepted, but we did ask for [staff] advice as to what sort of topics would be good to get [the students] searching on.

CURRICULUM REFRESH AND DEVELOPMENTS

For both the FET LOW and the HLS PBL interventions, the fact that the faculties were going through a curriculum refresh presented an opportunity for the librarians to review and modify the library offering:

"... it was a real opportunity to look across the board and see where were we teaching, where should we be teaching, ... to go in while things were being designed to make sure that we were providing the information literacy skills, particularly at level one, that they would need to start building their skills." FET librarian

"I think the new curriculum has probably got something to do with the fact that ... it was really opportune ... to introduce something very practical, giving the students an opportunity to practice what they had just learned, and it all fitted together really well". HLS librarian

Within FBL, changes within the faculty curriculum also presented an opportunity for the librarians to modify their input "... [BLIS online support] allowed better support for our remote and distant students and it tied in with what the faculty was doing as they were looking to expand their programmes, they called it 'open learning' but essentially it was part time study, and [BLIS] supported the part-time student who might be working and couldn't come in for a scheduled session, but they could be pointed to parts of BLIS." FBL librarian

EVIDENCE OF LIBRARY INTERVENTION SUCCESS

For the FET and FBL librarians, evidence of the success of their library interventions could be used to encourage other academic staff to consider embedding library teaching.

"... everybody across the programme knew that Legal Method was a foundation module in which a number of skills sat, including the beginnings Legal Research ... [and] ... a number of them wanted to build on the basic Legal Research skills that we were covering in Legal Method to take things forward in a more applied way." FBL librarian

"... we made that decision that ... we'd go with the [staff] who would accept [the FET LOW] quite easily and that would hopefully then give us the evidence needed to show the others that it was valued by the students and valuable to their studies ... we have done a bit of a review of ... student feedback ... and we showed [programme managers] ... and I think they were surprised at how the students have taken it really well and enjoyed it I think, and felt they had learned something, so that had been quite useful." FET librarian

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BEST USE OF STAFF RESOURCE

For all three librarians, embedding the library interventions that they had developed had helped to manage the library staff time commitment for these activities:

“We are doing quite a lot and our staffing has stayed the same ... but back in 2010 it was cut quite considerably, so it is about us being creative in the way we reach our students.” FBL librarian

“... the [library] team had shrunk down a little bit and we were working a little bit differently, so it was also looking at ways we could reduce redundant face-to-face teaching, where we are turning up and the students aren't ... or we haven't got a capacity class that we could have had. So it is just trying to be more efficient in how we use our time and resources.” FBL librarian

“This seemed like a really good opportunity to introduce something whereby the students would do a lot of peer learning, helping themselves and it would take the pressure off the librarian ... going back to ... what we did before, so doing [the students'] own topics, you [the librarian] then have to divide yourself up into 20 little bits, running around, helping people ...” HLS librarian

However, the FBL librarian noted that “... we have got quite a lot of embedded interventions at module level already, we do want to be careful that we can resource what we are doing, so we are wanting to target those modules which have the widest reach ...”

IMPROVING STUDENT ENGAGEMENT

For three of the four library interventions, an attempt to improve student engagement was one of the driving factors to embedding the intervention. Within BLIS, the FET LOW and Criminal Law the embedded intervention was not only tailored to student requirements but it was also directly linked to a mark-carrying assessment in an attempt to further motivate students.

For the Criminal Law library teaching, the FBL librarian commented that “... I think what we have found is that if it isn't tailored, students don't perceive the relevance, staff don't perceive the relevance and it all became a bit poorly attended and pointless really, and a waste of time for everyone.”

As the FET librarian observed, “... [approximately] one half of the students that could have come on the [previous library teaching sessions] with us did. So really [the FET LOW] was looking to see if we could get a better return rate on that .”

Although the HLS intervention wasn't directly linked to an assessment as such, the HLS librarians felt that “... the 'just in time' thing is really important and we are looking at how we can explore that a little more ... if [the student has] the [dissertation] deadline in front of [them], I don't know, maybe it makes one more receptive? ... Yes, it feels more relevant ... the timing is really important ...”

LECTURER ATTITUDE TO IL SKILLS

An appreciation of the importance of information literacy skills on the part of faculty staff was another key driver to the embedding of library interventions.

The BLIS lecturer stated “I think the need for a Law student to be able to go online and find Legal resources that are specific for a Law degree is essential ... another

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reason for removing [BLIS] from induction and embedding it ... [is] because it is a real core skill for every Law student, ... they all have to reach a basic minimum standard.”

The FET lecturer explained that “for whatever reason, [the students] are a bit hopeless at using the Library, so I think [the FET LOW] is incredibly important ... [and] a good way of starting to introduce [the students] to the notion of referencing ... [The students] ... don't get how they find technical information, and that was something I was hoping the online workbook would be good at ... the point that you have to research [technical design] and then apply it to a design for a building is sort of quite central really.”

The HLS librarians discussed how “the reasons that people are so receptive [to HLS PBL] is that there is a tradition of evidence based approach in Healthcare ... they absolutely get [PBL] ... They do see the importance of people using the right kind of materials, it has to be good quality resources, yes, so they do appreciate us showing the students where to find those databases and resources and how to find journal articles... I think most people are more than willing [to have an embedded library session], they are very keen that [the librarians] should have at least an hour.”

EASE OF IMPLEMENTING AND SCHEDULING THE INTERVENTION

For the FET and BLIS lecturer, the ease of implementing and scheduling the library interventions were drivers to embedding them:

“... it was very easy and has been very easy, very accessible from a Tutor's point of view to work with the Library and set these sessions up.” BLIS lecturer

“...It was very easy, from an academic's point of view. I know [the faculty librarian] and everyone spent a lot of time putting it together, but from my point of view it is great, it was there ... [the librarians] have also stressed how it doesn't actually take a lot of time for [students] to do [the FET LOW] and also [the librarians] do all of the work ... all the marking and put the assessment up and that kind of thing ... in previous years ... I have had varying degrees of success, purely through my own varying degrees of competence, of actually getting inductions into the Library.” FET lecturer

INTERVENTIONS ESSENTIAL FOR COURSE STRUCTURE/CONTENT

For the two library interventions embedded within law modules, it could be argued that the modules couldn't operate in the way that they do in the absence of library support.

For Legal Method where BLIS is embedded, the module leader stated “...because Legal Methods is primarily a skills module for Law students, it would have made sense to integrate some of the basic research skills the Library are using through BLIS as part of the module...”. The FBL librarian fed back that “... right from the start, [the module leader] had invited [the librarians] into his programme for Legal Method, we were fully embedded, all be in a print environment”.

For Criminal Law the module leader explained that “I don't think [the module in that form] could have happened without the Library [support] because if, as teacher, we were taking a step back and basically giving [the students] this quite large project, quite complex ... I think that [the previous module leader] wanted the Library staff to take on that role of technical expertise ...”. From the FBL librarian's point of view “...

our input was very much anchored towards the assessment that [the students] were going to be writing ... [and included many skills] that we had not covered at the Legal Method stage, and are really quiet advanced literature skills.” The FBL librarian explained “... with some modules, the information landscape is more difficult to navigate ... so again it’s fairly transparent to us that we need to reach those students in terms of how to navigate through the ... maze”.

EXTERNAL FACTORS

The requirements of the various legal regulatory bodies and the changing legal landscape had a major influence on the embedding of library teaching within law courses and the development of the BLIS library intervention. In addition to the legal professional body making it a requirement on Law Schools to involve their Subject Librarians, the FBL librarian explained that:

“... there are subject benchmark statements for Law which cover a huge number of different skills that Lawyers should have ... and what they spell out links directly into areas where we as Law Librarians would have input ...”

“... I think it was 1993, that was then the launch of the Legal Practice Course, and it then being skills based, again provided opportunities for us as librarians to get involved at an early stage ...”

“... an incremental shift into the electronic environment driven by changes in the Legal publishing ... meant there was more available online, [and] the need for us to be able to train the future Lawyers in the tools that they would use in practice.”

“[Within FBL] we have a lot of professional accreditation and we have a huge range of professional databases which require specialist input and specialist support and again I think we are fortunate in that respect ... the opportunities to have some input are generally there, I think we can come up with ideas and generally our [faculty] colleagues are quite receptive to that.”

6.5 PERCEIVED BARRIERS TO EMBEDDING LIBRARY INTERVENTIONS

In order to maximize the embedding of library interventions, barriers to that embedding need to be eliminated or minimized. This study has identified the following barriers to embedding IL skills teaching, which validate the findings of McGuiness (2003 and 2006) and Leckie and Fullerton (1999):

FACULTY STAFF ATTITUDE TO IL SKILLS

One of the major barriers to embedding library interventions which teach IL skills was a feeling by faculty staff that students already have these skills.

The FET lecturer commented “I think there is that expectation, and I probably have similar expectations in a way, that [students] should know how to use a Library and just get on with it, go to the Library and they don’t!”

The HLS librarian observed “There can be an assumption, incorrectly, that by a process of osmosis that [students] will have the information skills they need or the information about the Library and often they don’t, and things move on so quickly that how can they?”

For the FBL BLIS and Criminal Law interventions, the lecturers agreed that for Level 2 and Level 3 Module Leaders, there was an assumption that IL skills teaching had already been covered by the time the students reached them and that the students should already be proficient in legal research. However, the Criminal Law lecturer added that “whether or not that is a justified view is another thing entirely ...”. In fact the BLIS lecturer preferred that the IL skills teaching should be delivered at a single point within the course:

“... a barrier might be that the way we are trying to structure, certainly Level 1, is to keep the Library teaching with Legal Method, so the fact it has spilled into Crime was accidental ... because the students have become extremely confused and what we are trying to do is give them all the requisite skills they are going to need via an assessment in [Legal Method] ... but speaking from my Programme Manager point of view I would say that it is a barrier that should be there otherwise what we are going to have is a very scattered approach, and also one module may not know what another module is doing or what the rationale is ...” BLIS lecturer

Some staff perceived IL skills as less relevant or necessary to certain subjects. For example the Criminal Law lecturer observed that:

“Contract Law is a very practical subject, so they mostly look at problem solving in the legal sense ... so I can imagine there would be less need for ... research or book-based [research].” Criminal Law lecturer

The FET librarian related how “The computing side [of the faculty] ... are more artistic, more creative ... They made all the right noises and said “yes it [FET LOW] is very important”, but they didn’t make things happen ... part of it may be that they have old ideas of what the library does and how useful it is ...”, adding that “[The creatives] ... are very engaged, very good teachers ... but again probably don’t see what [librarians] can offer, or maybe they don’t want it offered in the way they think we are going to do it, so I think we have probably got to get a bit more creative ourselves to meet their style”.

The FET librarian had also noticed that “some [Academic staff] see the library as only being needed if there was an essay to be written ...” and that “some [faculty areas] ... will often say “there aren’t any books because it is so fast moving in this area”, and actually there are quite a lot of books and a load of other stuff we do apart from books. So we still have to keep ... working on that [attitude] to make sure the lecturers see that there is relevance in the resources that we provide and also that the skills that we provide go beyond the resources that we provide.”

LACK OF LIBRARIAN/FACULTY STAFF FORUMS

While building good librarian/faculty staff relationships is viewed as important for driving the embedding of library interventions, it is recognised that there are barriers to the development of these relationships.

The FBL librarian commented “... because our faculty is very large and because of UWE’s reorganisation into very large units, then it isn’t as easy to have the personal relationship ...”. She also observed that “University governance has meant that we don’t see Module Leaders at many meetings these days ... we are not invited to the ... the staff/student forums we can ... request to go along ... it is so much better if we just get an invitation ... because we can then really have the informal engagement with the Module Leader ... so there are really very few places where we get to see

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Module Leaders in the formal structures. So more and more it is about us going out there and finding our own mechanisms for reaching them.”

The FET librarian reinforced these views: “There is a whole bunch of staff, I don’t even know who they are ... So I think there are a whole load of people out there who don’t realise the sorts of things we can do for them, but the way they have structured themselves in that we have good communication with the Associate Heads of Student Experience, ... with Programme Leaders and then the occasional Module Leader ... but the regular teaching staff, I think, is the bit we just don’t reach, we just don’t see them, there aren’t any forums for that meeting apart from standing in a corridor and hoping they come and talk to you.”

LACK OF AWARENESS OF LIBRARY OFFERING

Where there is not a good librarian/faculty staff relationship it is easy for faculty staff to be unaware of how the library could support their modules in terms of IL skill development. Creaser and Spezi (2012) note raising awareness about library products and services as a key issue in working with faculty staff. For the FBL Criminal Law and FET LOW interventions it was recognised that:

“I don’t know if [staff] do [know about the option of involving the library]” Criminal Law lecturer

“I would say [most staff in my department are] not [aware of the FET library online workbook]. FET lecturer

The FET librarian agreed many staff were unaware: “I would say probably half [the staff are aware of what the library can offer them]”.

STAFF TIME AND WORKLOAD

Lack of staff time and large staff workloads (both for faculty and library staff) were recognised as barriers to the embedding of library interventions.

The Criminal Law lecturer felt that “... we need to organise ourselves in advance and ... [time] gets eaten up ... if you wanted to embed some more Library stuff into your module, you have to think about it really in advance and I think the big barrier to that is workload and time ... we’ve had our programme chopped around, and it had caused a huge amount of work for people to re-vamp modules that were previously functioning and all the changes ... have a knock on effect on workload”

The FET librarian observed “There are some [staff] they agree with [library teaching] in principle ... but can I tie them down? It is really hard and takes a huge amount of effort on our part to make that happen ... there is lots of willingness but not much organisation ...”

The HLS librarian noticed that “There are some programmes where it is not so well organised and people will ask for sessions at rather short notice, in which case it is a bit more difficult to get anything up and running”.

LACK OF CURRICULUM TIME

Within FET the librarian felt that “... In some areas, the curriculum refresh had caused large modules with a lot of students, so that makes things harder ... and also they are trying to cram in an awful lot. So they already felt that their curriculum was very full and quite challenging for the students, and so to add this extra thing, they felt was

going to be very difficult. So there was some resistance from certain areas". An additional potential barrier was "...assessment overload, in that [CAP members] feel in some instances the students are being over assessed ... it is a worry that the pressure from CAP will squeeze [the FET LOW] out as not being as essential as some of the other assessments [faculty staff] want to do. So that's a concern ..."

7. SUMMARY OF FINDINGS AND CONCLUSION

7.1 STRENGTHS AND WEAKNESSES OF THE STUDY

Phase 1 of the study has met its stated aims of exploring the perceived impact of library interventions at UWE, gathering feedback to identify possible enhancements and to improve librarian teaching, and investigating the drivers and barriers to academic staff embedding library teaching within their modules. Within phase 2 of the study we will disseminate the findings, defining and promoting the value of the impacts measured.

Although it is not possible to make generalisations about the perceived impact of library interventions and the perceived drivers and barriers to embedding library interventions beyond UWE, the data collected from the interviews and focus groups has helped to validate the findings of research on library interventions in the UK and beyond, as discussed in the Introduction to this report.

It was interesting to hear the detailed and personal views of interviewees. The main problem encountered was finding a time to interview busy staff. Had more time been available, it would have been interesting to gather feedback from a greater number and range of faculty staff who had experienced library interventions within their modules. It would also have been helpful to gather feedback from staff who had not yet embedded library interventions within their modules as to the reasons for this. In future study, data could be gathered from a wider number and range of staff by means of a questionnaire based on the responses of those staff who were interviewed in this study. This would enable verification of the interview findings and capture of a broader range of views.

Students within the focus groups were very vocal and it was interesting to hear their opinions. However, it was incredibly difficult to get students to volunteer, despite the incentive of Amazon vouchers and the assistance of the Student Representative Co-ordinator. As a result only a small number of students contributed to the study, although there was diversity amongst those who did volunteer with males and females, UK and international students all volunteering:

- 4 in the FET focus group
- 3 in the Criminal Law focus group
- 3 in the HLS focus group

Furthermore we were unable to encourage any students to attend the BLIS focus group, despite offering to re-schedule the session which 4 student volunteers failed to attend. Even the option of answering the questions by email for the same reward failed to elicit any response. The views expressed within the focus groups are therefore fairly narrow and further study is needed to investigate whether the opinions shared ring true for the broader student body. The use of a questionnaire based on the initial findings of the focus groups could be used to gather feedback from a broader number and range of students.

The timing of the focus groups could also have been improved to increase attendance. During the semester in which the research began, two of the modules in which library interventions were embedded were no longer running. As a result, it wasn't possible to schedule the focus groups for a time when the students would already be present on campus due to attending the relevant module. The time-frame for contacting the students was also very narrow due to the approach of the summer term when students are less frequently present on campus. It is planned in the future to obtain feedback from students closer in time to when they receive their library intervention and there are plans to run a focus group for BLIS students when they return for re-sit examinations in August 2013.

When scheduling the focus groups we were also aware that the timing chosen could affect the type of students that volunteered. For example, the time chosen for the HLS focus group was more difficult for the part-time members of the cohort to attend as they were not already on campus. Time and resource limitations made it impossible to run more than one focus group for each intervention, but in future research it would be better to schedule at least two different time slots for each library intervention focus group to maximize the number and variety of students that can attend.

Within the current study we have focused on just four specific library interventions within three faculties of the university. There are other embedded and assessed library interventions that are ripe for evaluation and future research could assess the perceived impact of these interventions, gather feedback to identify possible enhancements, and further investigate the drivers and barriers to academic staff embedding library teaching within their modules. The ACE (Arts, Creative Industries and Education) faculty doesn't currently have any embedded and assessed library interventions. One of the recommendations of this study is that such interventions are extended to this faculty and there will then be the opportunity to extend this research to the ACE faculty.

7.2 STRUCTURE, CONTENT AND ADMINISTRATION OF THE LIBRARY INTERVENTIONS

GENERAL OBSERVATIONS

One of the objectives of the research was to gather feedback on specific library interventions to identify possible enhancements and to improve librarian teaching. As observed by Creaser and Spezi (2012), embedded library teaching was found to be highly valued by teaching staff. In general, both the faculty staff and the students interviewed gave positive feedback regarding the structure, content and administration of the four library interventions, covering areas such as:

- The methodologies used
- The impact of the librarians on the success of the session
- The look and feel of the library intervention material
- The availability of library intervention material online after the session for students to access at their convenience
- The timing of the library interventions
- The availability of library 'clinics' or 'catch-up' sessions to assist students after the library interventions
- The relevance of the content

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- The level of difficulty of the content

However, there were areas highlighted by comments where enhancements could be made:

FET LIBRARY ONLINE WORKBOOK

- The look and feel of the FET LOW could benefit from updating and links to audiovisual material made more seamless.
- The material could be broken down into more manageable chunks which took less time to progress through.
- It was a bit “wordy in parts”
- The assessment test “was dead easy” and could be made more challenging
- It would benefit from a section that encouraged the students to investigate the book stock

CRIMINAL LAW LIBRARY INTERVENTION

For the intervention in its current form it was felt that it could be improved by:

- Breaking it down into 2 sessions with a longer break in between the sessions
- Making use of different media
- Making the material more interactive
- Delivering parts of the Criminal Law library intervention earlier to assist the Criminal Law students in their BLIS assessment in the first semester. The programme manager agreed that some aspects of socio-legal research could be included within BLIS.
- Retaining an element of library input in the second semester as students recognise that it reinforces IL skills and that there is a lot of content to take in within just one session, although the programme leader is keen “... to ring fence Library stuff towards [Legal] Method”. This input must be clearly labeled to avoid confusion with BLIS on the part of the students.
- Moving the Criminal Law library intervention itself 2-3 weeks later so that students would have the time to recognise the importance of the session and to ensure that international students would have returned to the UK.
- Running ‘catch-up’ sessions or clinics for those students who miss the main sessions or require further support

The library intervention for this module will change due to a faculty decision to alter the assignment and consequently the method of delivery for the module (see Future Library Input). However, the library will still very much have an input.

HLS PROBLEM-BASED LEARNING

For the intervention in its current form it was felt that it could be improved by:

- Ensuring, in terms of the groups that students formed within the session, a maximum group size of 3
- Clarifying the role of the Library Search box
- Offering “refresher” repeated library sessions to enable students to refresh their IL skills.

Again the library intervention for this module may change due to a faculty decision to refresh the curriculum over the summer but there is a desire on the part of the module leader to maintain the library input (see Future Library Input).

BLIS

Unfortunately, as there was no opportunity to hold a focus group for BLIS students, there is not yet any student feedback on which to base improvements in this library intervention. However, the BLIS lecturer was pleased with the way that the session runs, with the only suggestion for improvement being that a section on socio-legal research could be added to BLIS.

FUTURE LIBRARY INPUT

The general success of the embedded library interventions meant that three of the four lecturers interviewed were happy to suggest other modules where the future embedding of library teaching could have a positive impact on student skills:

- FET: A refresher library session at level 2 or 3 and/or the Design and Research Strategies module
- FBL: Professional Skills module
- HLS: Critical Appraisal Skills module delivered in Hong Kong

7.3 PERCEIVED IMPACT OF THE LIBRARY INTERVENTIONS

As suggested by Creaser and Spezi (2012), the comments collected do provide a powerful body of evidence of the perceived value of the library interventions. The interview and focus group questions that were developed, based on Markless and Steatfield's (2006) Impact Implementation Initiative, were successful in eliciting such comments. The overwhelming majority of comments relating to the perceived impact of the library interventions (84%) were positive and none were negative.

PERCEIVED POSITIVE IMPACT

Perceived positive impacts included:

- Improved confidence
- Altered attitude towards librarians
- Altered behaviour in terms of less use of Google and Wikipedia
- Altered behaviour in terms of use of new resources, including a variety of reliable library sources
- Learning new and transferable skills such as:
 - evaluation of resources
 - referencing
 - search skills including truncation of search terms
 - legal research
- Improved competence in terms of:
 - knowledge of which databases to use when
 - improved use of search terms
 - finding more relevant results
 - finding results more quickly and easily
 - better handling of results

Several comments from both students and staff supported the idea that library interventions can teach students skills that they will use in other areas of their study,

work or in their wider lives, including research skills generally, legal research skills and coping in an online environment.

PERCEIVED NEUTRAL IMPACT

For the FET and HLS lecturer, they hadn't yet observed any evidence of the library interventions affecting their students' confidence or research skills, but in both cases they explained that they hadn't yet set any assignments that would enable them to assess those skills for individual students.

PERCEIVED IMPACT ON BME STUDENTS

The majority of the lecturers had not observed any particular impact of the various library interventions on black or minority ethnic students. However, one of the FBL lecturers was able to confirm that a group of particularly high-achieving African male students wouldn't have been able to achieve in the way that they were achieving without the library support.

7.4 MOTIVATION OF STUDENTS TO ENGAGE WITH THE LIBRARY INTERVENTIONS

The following factors were perceived to increase student motivation to engage with the library intervention and need to be considered when designing and administering library interventions:

- Assessment of the skills learnt during the library intervention, particularly when marks were awarded
- Various factors involved in the administration of the intervention including:
 - Advertising the session using Blackboard and lecturers
 - Communicating clearly the value of the session to students prior to the session
 - Timing of the session earlier in the term when students are very engaged
 - Making use of peer feedback to encourage students to attend
 - Monitoring attendance
- Tailoring the session so that it is relevant to the students
- Making the session challenging but supporting the students so that they can succeed
- Including a practical element so that students can try out their newly learnt skills in a supportive environment

Other factors, such as general student attitude, are less easy to influence. However, it is important to be aware that some students may have the attitudes listed below, and to attempt to counteract these attitudes where possible:

- Think that they know how to research but will struggle in practice
- Feel it's not 'cool' to be seen to try too hard
- Undervalue practical sessions

Other external factors such as weather conditions and students' external commitments are not possible to influence, but need to be considered in the context of whether the timing of the session should be altered to maximize student engagement.

7.5 PERCEIVED DRIVERS AND BARRIERS TO EMBEDDING LIBRARY TEACHING

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LIBRARIAN/FACULTY STAFF RELATIONSHIP

Three of the four library interventions had evolved from previous library teaching where a close librarian/faculty staff relationship already existed and many of the comments elicited by the research indicated that the presence of a good librarian/faculty staff relationship was key to the successful embedding of library interventions. Creaser and Spezi (2012) recommend that library managers document the processes and effective strategies for building partnerships with faculty staff, so that they can be easily replicated. Some of the successful strategies at UWE have included:

- Attending regular faculty meetings (and requesting invitation to such meetings if necessary)
- Arranging annual meetings with Programme Managers
- Running IL skills refresher sessions for faculty staff
- Running IL skills training for new staff
- Involvement in induction sessions for new module leaders
- Targeting new faculty staff through 'Welcome' emails to promote the help available through the library and to invite them to meet with the library team
- 'Librarians on Tour' – librarians base themselves in a faculty corridor so that there is the opportunity to engage in conversation with passing staff and students

Changes to university governance such that librarians and module leaders rarely encountered one another at faculty meetings was recognised as a barrier to building this essential librarian/faculty staff relationship. Librarians welcome the prospect of the reinstatement of Faculty Boards in September 2013.

FURTHER DRIVERS TO EMBEDDING LIBRARY INTERVENTIONS

In addition to the librarian/faculty staff relationship, the following factors were also perceived to drive the embedding of library interventions:

- Initiation by the relevant subject librarian
- Curriculum refresh or development providing an opportunity for collaborative working between library and faculty staff to embed information skills appropriately into the new/revised programmes
- The need to improve student engagement
- Evidence of library intervention success being made available to faculty staff so that they are aware of the library offering
- The need to make the best use of library staff resource and so to be creative in the way that IL literacy skills are developed
- Lecturer appreciation of the importance of IL skills
- The ease of implementing and scheduling the intervention on the part of faculty staff
- Initiation by a member of faculty staff with a specific idea for a course structure/content that will only work with librarian support
- External factors such as the requirements of the legal regulatory bodies that law schools involve their subject librarians in legal research training

BARRIERS TO THE EMBEDDING OF LIBRARY INTERVENTIONS

This research has identified the following barriers to embedding IL skills teaching:

- Faculty staff attitude that students already have IL skills or don't require them for their particular subject area

- Faculty staff attitude that IL skills teaching should be delivered at a single point within the curriculum
- Lack of staff time and large staff workloads
- Lack of awareness of the library offering
- Lack of curriculum time

8. RECOMMENDATIONS

8.1 ENHANCING CURRENT LIBRARY INTERVENTIONS

Develop the FET LOW, Criminal Law library intervention and HLS PBL in line with the feedback received (see Section 7.2) and work with the relevant FBL and HLS module leaders to review and modify the library interventions in the light of faculty decisions. Completion: January 2014

8.2 EVALUATION OF BLIS LIBRARY INTERVENTION

Run BLIS student focus groups in August and/or October 2013 to identify evidence of library impact and to gather feedback to inform enhancement of the intervention and to improve librarian teaching.

8.3 EXPANDING THE REACH OF CURRENT LIBRARY INTERVENTIONS OR DEVELOPING NEW EMBEDDED LIBRARY INTERVENTIONS

Work with faculty staff to expand the reach of tailored, embedded, assessed library interventions to different discipline/curriculum areas, ensuring that these interventions are embedded at selected points throughout the curriculum, reinforcing and developing student skills at all levels:

FET

- Extend the FET LOW to those Level 1 FET modules where students do not yet engage with the intervention, as appropriate, by October 2014
- Work with academics to design appropriate library teaching to support the Design and Research Strategies module, following up the skills taught by FET LOW by October 2013.

FBL

- Consider further library input in level 2 and/or 3 of the LLB Law course to refresh and develop students' IL skills by October 2014.
- Consider extending library intervention within the FBL Professional Skills module (by January 2014) and other modules where interest has been already shown due to informal LIVES Project dissemination e.g. Sarah Watson's 'Becoming a Professional Accountant' (by January 2014) and David Allen's 'Becoming a Professional Economist' (by October 2014).

HLS

- Consider extending library intervention within the HLS Critical Appraisal Skills module in Hong Kong to include an element of PBL by October 2014.
- Roll out PBL sessions to level 2 programmes during academic year 13/14.

ACE

The faculty of Arts, Creative Industries and Education (ACE) doesn't currently have any embedded and assessed library interventions.

- Work with ACE faculty staff to extend embedded and assessed IL skills interventions to appropriate modules within ACE by October 2014. This will increase the data and evidence so that further evaluation can be undertaken in order to address, more confidently, the aims of this research project.

8.4 DISSEMINATING THE FINDINGS OF THE RESEARCH

WITHIN UWE

Use feedback from successful library intervention evaluation to encourage new faculty members and departments to embed library interventions and to share best practice. The findings will be disseminated by:

- FET Shared Approaches to Learning and Teaching (SALT) presentation by June 2014
- FBL Learning and Teaching Group (LTEG) presentation by January 2014
- Presentation/workshop at the next UWE Learning & Teaching Conference by May 2014
- Presentation at library Staff Development Hour by June 2014
- Consultation with relevant student and staff groups e.g. Equality and Diversity Group and Careers by December 2014
- Meeting with Jeannette Sakel to investigate links between her project with Careers staff looking at embedding employability skills within the curriculum and the LIVES Project by June 2014
- Working with Sarah Brain (ACE subject librarian) and ACE academics to investigate the potential for embedding and assessing library IL skills teaching within appropriate ACE modules by October 2014
- Use of Learning for All Hub: summary information available on the hub by October 2013 and a link to the finalised report by December 2013
- Production of a set of recommendations/toolkit for best practice for building relationships with faculty staff by December 2013 and presentation at AMM Development Day in October 2013
- Development of UWE's information literacy policy/framework and other relevant guidance to incorporate library intervention best practice by June 2014
- Development of a Library Learning and Teaching Strategy by June 2014, to include creation of a set of recommendations/toolkit for best practice for library IL skills teaching

MORE WIDELY

The findings of this research form an evidence base to share with other external impact/value-related projects. These would be disseminated by:

- A series of touring workshops to illustrate the case studies. These will be targeted at colleagues in Federated partners and those in Avon University Libraries In Co-operation (AULIC) by July 2014
- Presentation at the national Librarians' Information Literacy Annual Conference (LILAC) in March 2014
- Presentation at the Academic and Research Libraries Group (ARLG) Annual Conference in June 2014

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- Presentation at the Society of National and University Libraries (SCONUL) conference in June 2014
- Writing an article based on the findings of the research and working with Marie-Annick Gournet to identify an academic journal in which to publish by January 2014
- Contributing evidence to current external studies such as Lib-value
- Bidding to the Library and Information Research group (LIRG) for funding to develop this work with other libraries.

9. SUMMARY OF RECOMMENDATIONS INCLUDING SCHEDULING AND WORK LEAD

| Recommendation | Completion Date | Work Lead |
|--|-------------------------------|--------------------------------|
| Work with faculty staff to expand the reach of tailored, embedded, assessed library interventions to different discipline/curriculum areas as appropriate | October 2014 | Faculty and Subject Librarians |
| Disseminate project findings through FET Shared Approaches to learning and Teaching (SALT) presentation | June 2014 | Emma Delaney |
| Disseminate project findings through FBL Learning and Teaching Group (LTEG) presentation | January 2014 | Sue Shreeve/Julie Hamley |
| Disseminate project findings through library Staff Development Hour presentation | June 2014 | Sue Shreeve |
| Disseminate project findings through presentation/workshop at the next UWE Learning & Teaching conference | May 2014 | Sue Shreeve/Jackie Chelin |
| Meet with Jeannette Sakel to investigate links between her project with Careers staff looking at embedding employability skills within the curriculum and the LIVES Project | June 2014 | Sue Shreeve |
| Work with Sarah Brain (ACE subject librarian) and ACE academics to investigate the potential for embedding and assessing library IL skills teaching within appropriate ACE modules by October 2014 | October 2014 | Sue Shreeve |
| Use of the Learning for All Hub: <ul style="list-style-type: none"> • summary information available on the hub • a link to the finalised report | October 2013 December 2013 | Jackie Chelin Sue Shreeve |

LIVES PROJECT: PHASE 1 REPORT

| | | |
|--|--|---|
| <p>Production of a set of recommendations/toolkit for best practice for building relationships with faculty staff</p> <p>Presentation at an AMM Development Day</p> | <p>December 2013</p> <p>November 2013</p> | <p>Sue Shreeve</p> <p>Sue Shreeve/Julie Hamley/Caroline Plaice/Emma Delaney</p> |
| <p>Development of UWE's information literacy policy/framework and other relevant guidance to incorporate best practice</p> | <p>June 2014</p> | <p>Emma Delaney and Project Team</p> |
| <p>Development of a Library Learning and Teaching Strategy, to include creation of a set of recommendations/toolkit for best practice for library IL skills teaching</p> | <p>June 2014</p> | <p>Emma Delaney and Project Team</p> |
| <p>Deliver a presentation to illustrate the case studies and findings of the project at: The national Librarians' Information Literacy Annual Conference (LILAC) The Academic and Research Libraries Group (ARLG) The Society of National and University Libraries (SCONUL) conference in June 2014 Avon University Libraries In Co-operation (AULIC) Conference</p> | <p>March 2014</p> <p>June 2014</p> <p>June 2014</p> <p>July 2014</p> | <p>Sue Shreeve and Project Team member</p> |
| <p>Write an article based on the findings of the research and working with Marie-Annick Gournet to identify an academic journal in which to publish</p> | <p>January 2014</p> | <p>Sue Shreeve/Jackie Chelin/Faculty Librarians</p> |
| <p>Bidding to the Library and Information Research group (LIRG) for funding to develop this work with other libraries.</p> | <p>June 2014</p> | <p>Sue Shreeve/Jackie Chelin</p> |

10. NEXT STEPS: PHASE 2

We would ask the Learning and Teaching Fellowship Board to consider:

- Whether to go ahead with implementation of any of these recommendations
- Whether they agree with the proposed prioritization, and if not, where they would like our efforts directed
- Whether they agree with the proposed time-scales for completion

Future areas of research:

- Due to the small number of volunteers for the focus groups, the views expressed within this study are fairly narrow. Further study is needed to investigate whether the opinions shared ring true for the broader student body. The use of a questionnaire based on the initial findings of the focus groups could be used to gather feedback from a broader number and range of students.
- The opinions of a relatively small group of staff were recorded within this project. It would be interesting to gather feedback from a greater number and range of faculty staff who had experienced library interventions within their modules. It would also be helpful to gather feedback from staff who had not yet embedded library interventions within their modules as to the reasons for this. Such data could be gathered by means of a questionnaire based on the responses of those staff who were interviewed in this study. This would enable verification of the interview findings and capture of a broader range of views.
- Investigate the impact of library intervention on student attainment and student retention in order to translate the outcome of library interventions into terms which relate to academic outcomes.

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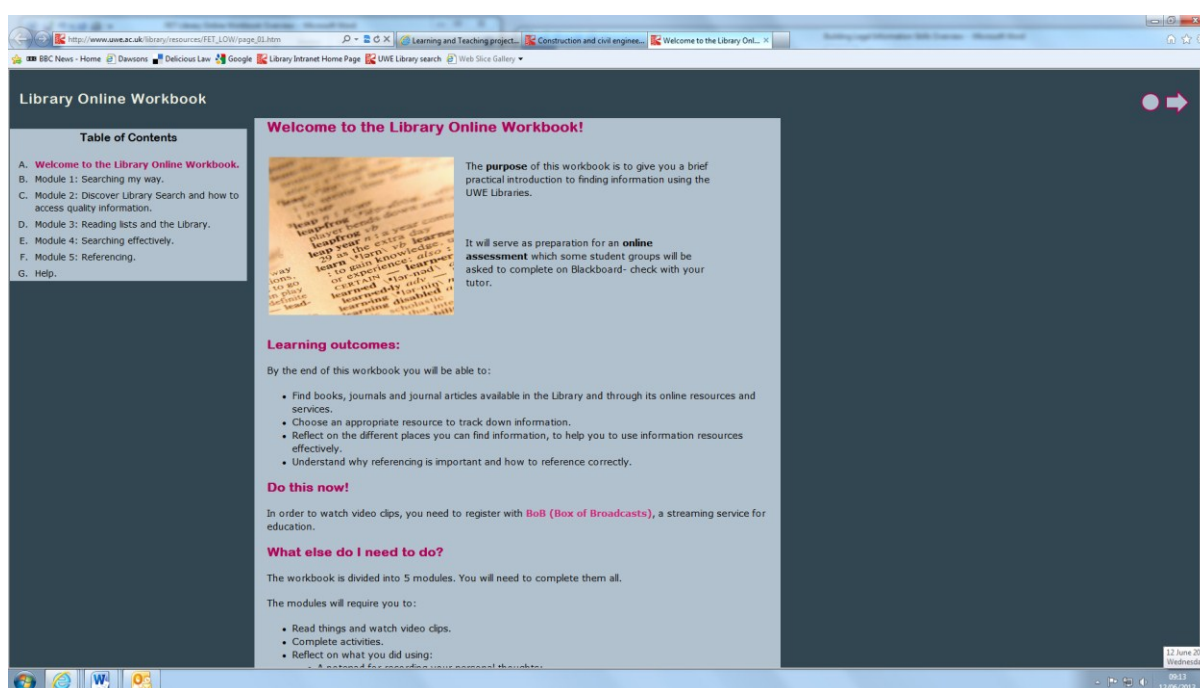
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13. APPENDICES

13.1 FET LIBRARY ONLINE WORKBOOK: INTERVENTION OVERVIEW

An online tutorial was designed to teach level 1 students within the Faculty of Environment and Technology (FET) the information literacy skills needed to get them started with academic study.

Although the Workbook was available to all students, it was primarily designed to be embedded within the teaching and assessment of specific core modules, covering as many level 1 students within FET as possible, and was intended to replace face-to-face teaching which was inefficient (high non-attendance) and not assessed.



The screenshot shows a web browser window displaying the 'Library Online Workbook'. The page has a dark blue header with the title 'Library Online Workbook' and a navigation menu. The main content area is white and contains the following sections:

- Table of Contents:** A list of sections from A to G, including 'Welcome to the Library Online Workbook', 'Module 1: Searching my way', 'Module 2: Discover Library Search and how to access quality information', 'Module 3: Reading lists and the Library', 'Module 4: Searching effectively', 'Module 5: Referencing', and 'Help'.
- Welcome to the Library Online Workbook!**: A section with a book cover image and text explaining the purpose of the workbook and its role in preparation for an online assessment.
- Learning outcomes:** A section stating that by the end of the workbook, users will be able to find books, choose resources, reflect on different places to find information, and understand why referencing is important.
- Do this now!:** A section instructing users to register with BoB (Box of Broadcasts) to watch video clips.
- What else do I need to do?:** A section stating that the workbook is divided into 5 modules and listing the requirements for each module.

It was introduced to students by a subject librarian in a 15 minute section of a timetabled lecture in conjunction with the module leader, and released to them via their module's VLE page. The final assessment, a 12 question multiple-choice questionnaire, was also released to them via Blackboard, on a specific date, with a 24 hour window for completion. The final assessment was worth between 6 and 14% of the module mark, and as it was entirely possible to get a score of 100% (and many did), students were encouraged not to throw away these marks.

The tutorial used a variety of pedagogical methods and delivery styles, enabling students to practice and share the techniques being taught using subjects related to their core module, to discover the differences and limitations of different resources, and to test their learning with short exercises at the end of each section.

86% of students on the core modules completed the assessment (compared with 46% of expected students turning up to face-to-face classes the previous year), with most of those scoring 70% and above, indicating more engagement and positive learning than we had previously achieved.

We also wanted to know what the students thought of the experience, and so as part of the assessment we asked what they felt was the most useful thing they learnt, and what didn't work so well. From this we received overwhelmingly positive comments, with some students listing virtually every section in response to the 'most useful thing they learnt'. The 'didn't work so well' responses have provided us with some areas for improvement and tweaking, but no-one indicated that they didn't enjoy it, or resented the time they had to spend on it.

Comments about the most useful parts included:

- "The art of searching effectively over the internet"
- "Wide range of learning types employed, including...videos"
- "How to improve my search results and also how I can decide whether information is reliable and good enough to use"

Anecdotal follow up with the module leaders has indicated that the quality of the literature being referenced in the associated written assignments has improved when compared with students at the same stage in previous years, and hopefully this will therefore support the students' learning of the topic and their ability to continue successfully through the course.

13.2 FBL BUILDING LEGAL INFORMATION SKILLS (BLIS): INTERVENTION

OVERVIEW

The integration of information literacy skills into summative assessment takes place in the core level 1 Legal Method module within the Faculty of Business and Law (FBL). Building Legal Information Skills (BLIS) comprises a set of online tutorials covering core areas of competency for the level 1 undergraduate in law. The tutorials were originally created using Course Genie and later Wimba Create.

The screenshot shows a web browser window displaying the 'Building Legal Information Skills (BLIS) - Introduction' page. The page header includes the UWE Bristol logo and the title 'Building Legal Information Skills (BLIS) - Introduction'. Below the header is a navigation bar with 'HOME' and 'Page' links. The main content area is divided into two columns. The left column contains a 'Table of Contents' with a list of seven units: A. Getting Started in BLIS, B. Database Search Strategies tutorial, C. Case law tutorial, D. Legislation Tutorial, E. Secondary sources tutorial, F. Plagiarism tutorial, and G. How to reference legal resources. The right column is titled 'Getting Started in BLIS' and contains the following text: 'Finding the law is part of being a good lawyer. This tutorial prepares you with the foundation skills to help you research assignments, cite legal authorities and shows you how to explore and evaluate a wide range of the available resources to support the academic stage of your legal training.' Below this is a section titled 'What do I do?' with the text: 'Work through each tutorial in your own time and at your own pace. Start with the tutorial on 'Database search strategies'.' This is followed by a bulleted list of topics: Database search strategies, Case law, Legislation, Secondary Sources, Plagiarism, and Referencing. The page concludes with the text: 'As you work through each tutorial you may be directed to images of primary sources or given exercises to complete. Complete the exercises in each tutorial. These are an essential part of your learning.' The footer of the page includes the text 'Built With Wimba Create by the UWE Law Librarians (c) 2009' and another set of 'HOME' and 'Page' navigation links.

Each of the six units stands alone and students can work through the set independently and in any order once the foundation module on 'Database Search Strategies' has been completed.

Within the framework of the Legal Method module (delivered in semester 1) students are scheduled to attend their first seminar workshop in the library PC labs. The PC labs accommodate 50 students and seminar groups are scheduled to fill the lab.

One of the law librarians and one member of academic staff facilitate a one hour workshop where students are introduced to BLIS and the first

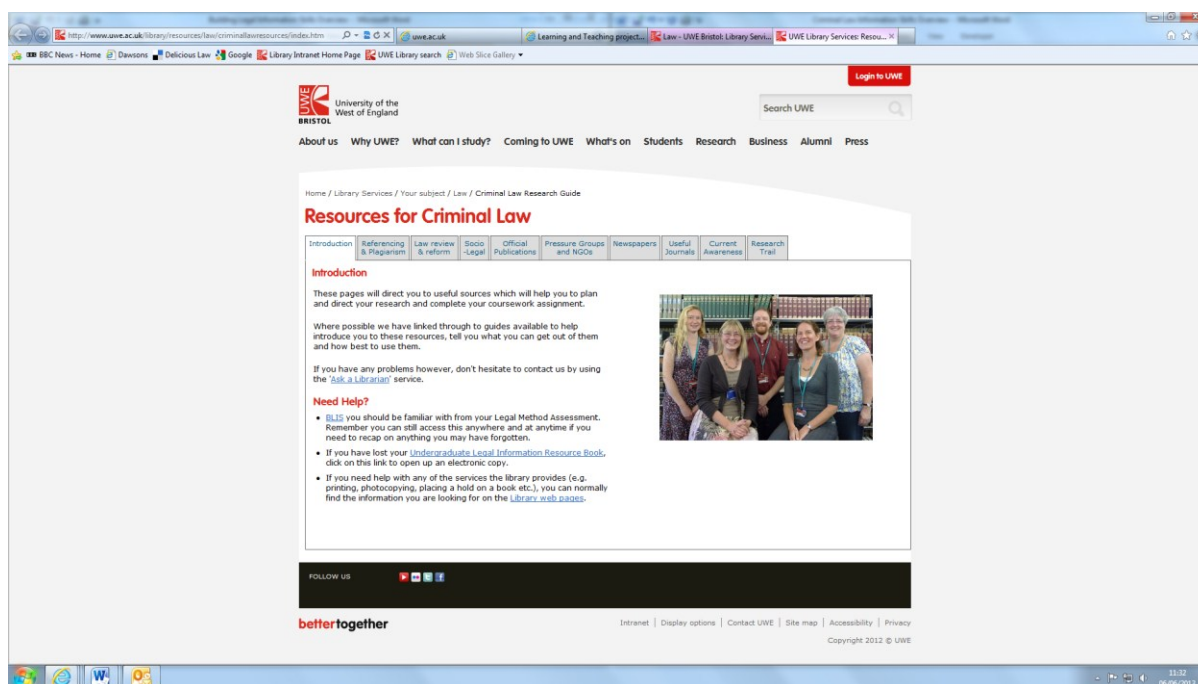
assessment in Legal Method. The focus of the workshop is entirely hands on with students starting the BLIS modules in a supportive environment where any queries can be fielded straightaway. This is usually the first time students have used the VLE to access module information and students link to BLIS from their module pages rather than the law library web pages. The embedding of BLIS within the course content on the VLE reinforces a message of integration between library and Law School.

The assessment follows at the end of November. The assessment software on the VLE is used. All 40 questions are multiple choice to allow for automatic grading since the cohort for 2011/2012 numbered over 400. The test comprises 30% of the module mark for the students.

Feedback was provided to students in the form of a PDF document, with solution and working for every question. Each answer was linked to where the student should have acquired the knowledge, e.g. "See page 34 of your Legal Resource Book or the BLIS Case Law Tutorial".

13.3 FBL CRIMINAL LAW LEARNING MODULE: INTERVENTION OVERVIEW

The integration of information literacy skills into the undergraduate level 1 Criminal Law module within the Faculty of Business and Law (FBL) aims to develop the information literacy skills introduced during the Legal Method module (via BLIS) and to embed the teaching in the socio-legal research associated with the Criminal Law assessment. The topic of the Criminal Law assessment is within an area of criminal law subject to reform. The learning module was created within the library's content management system.



These pages direct the students to useful sources which will help them to plan and direct their research and to complete their coursework assignment.

Within the framework of the Criminal Law module (delivered in semester 2), students are scheduled to attend one of their seminar workshops in the library PC labs. The PC labs accommodate 50 students and the seminar groups are scheduled to fill the lab.

Two of the law librarians lead a two hour workshop where the students are introduced to the Criminal Law Learning Module material. The students have already received their Criminal Law assignment topic and have been allocated groups (of 5 students) in which to work on their assignment. The workshop takes the form of the law librarians demonstrating a variety of research resources interspersed with the students working through a series of research exercises directly relating to their research topic. Students link to the Criminal Law Learning Module from the Criminal Law module pages within the VLE and the PowerPoint slides from the session are later made available via these

pages. Follow-up library surgeries/clinics are run to support the students with specific research queries which arise as they work on their assessments.

Feedback was provided to the students in the form of a Word document on the VLE with the answers to the research exercises and research hints and tips.

13.4 HLS USE OF PROBLEM/ENQUIRY BASED LEARNING: INTERVENTION

OVERVIEW

Problem-based Learning (PBL) is a technique used extensively amongst health and social care (HSC) academics within the Faculty of Health and Life Sciences (HLS) as a student-focused pedagogy. HSC subject librarians were keen to develop a more interactive style of teaching information literacy (IL) and introduced PBL at levels 2 and 3, giving students an opportunity to practice searching the databases using a quasi real-life case study or scenario. One of these sessions was embedded within the 'Critical Appraisal Skills' module.

The librarian explains the 90-minute lesson plan and then asks students to form groups of 3 and assign roles to themselves:

- searcher or seeker (who types out the searches)
- scribe (who makes notes on the worksheet)
- spokesperson (who feeds back to the whole group at the end)

The case study or scenario (problem) is introduced and accompanying worksheets distributed. Several different scenarios are used in each session, but it is arranged so that at least two groups are working on the same scenario so that they can compare searches, results, difficulties etc. at the end. Traditionally, only one generic trigger is used which students then interpret as they wish. Case studies are devised by liaison with academic colleagues to ensure that they are relevant e.g. based on previous student dissertations.

The students then have 30 minutes to tackle the problem. There are three stages:

- Brainstorming the topic for at least 5 minutes, thinking about concepts, keywords, synonyms, search strategies etc., noting words but not actually searching.
- Search the databases to find relevant research papers. The librarian walks round and acts as facilitator, offering advice with keywords, subject headings, etc. and observing how the students work in quasi real-life scenarios.
- After 30 minutes, the students should be ready to feed back. The spokespeople summarise what they did, why and how, and explain any difficulties and how they resolved them. The librarian can use the whiteboard to write up concepts and keywords and can also use this opportunity to reinforce any learning outcomes, i.e. explain any advanced search techniques, remind students about RefWorks or

personal accounts. This stage should be as interactive as possible. It is important to ensure that each group contributes to the discussion.

Each session was evaluated and the feedback was positive. The students enjoyed working in groups and a lot of peer learning was observed. Most groups really liked the scenarios and interesting discussions took place during the brainstorming phase about problems that had been encountered. The librarians also enjoyed delivering these sessions and found them challenging yet also satisfying.

HSC students are not directly assessed on what they learn during these sessions, although it is expected that they will apply the skills learnt during the completion of their dissertation. Further research is required to discover whether this is the case.

13.5 FOCUS GROUP INTERVIEW GUIDE

- *Demonstrate on screen the library 'intervention' to remind students what we are discussing or show worksheets for HLS 'Critical Appraisal Skills library session'.*
- *Check all have attended the library teaching session/completed the library teaching material*
- *Students read Participant Information sheet and complete Consent Form*
- *Define: resources = sources of published information in print or electronic form*

Having attended the library teaching session/completed the library teaching material:

1. What did you like the most about the teaching session/material?
2. What did you like the least about the teaching session/material?
3. In what ways could the teaching session/material be developed and improved?
4. Did you feel that you received the teaching at the best time for your module?
5. Do you feel that your research skills have improved since the teaching?

- If so, how?

- Has it affected the way you approach researching a topic?

- Which, if any, resources do you use now that you didn't use before?

6. Have your feelings about researching changed?

- If so, how?

- SEE QUESTIONNAIRE for use with focus group question 6 - On a scale of 1-5 how confident did you feel about researching a topic before/after the teaching?

- Which aspects of researching, if any, do you now feel more confident about?

7. Has your ability to *evaluate* resources (judge how accurate/current/ authoritative/ objective/ relevant etc. they are) changed?

- *If so how?*

- *E.g. would you choose to use different resources now compared with before the intervention? If so why?*

8. Did the library intervention help you to learn skills that were particularly helpful for your assessment/dissertation? - *If so, which?*

9. Do you feel you've learnt anything more from the library intervention which you haven't yet mentioned?

10. Did having these skills *assessed* motivate you to engage with the intervention?

- *Did anything else motivate you to engage with it?*

(For HLS, 'Did your approaching dissertation motivate you to engage with the intervention?' Or 'What motivated you to engage with the intervention?')

11. To what extent do you think this learning (or these skills) will impact other areas of your study or working life?

13.6 STAFF INTERVIEW GUIDE

- *Demonstrate on screen the library 'intervention' to remind staff what we are discussing or show worksheets for HLS 'Critical Appraisal Skills library session'.*
- *Check all are aware of the library teaching/training session even if they haven't been heavily involved in scheduling/developing the session*
- *Staff read Participant Information sheet and complete Consent Form*
- *Define: resources = sources of published information in print and electronic form*

Having embedded a library teaching session/library teaching material within your module:

1. What were the drivers to embedding the library session/material?

- value of embedding?

- communication with library staff?

- value of FET Librarians on Tour?

- status of library staff/partnership?

2. Did any one factor make it particularly easy?

3. What are the barriers to embedding a library session/material?

- do all staff know this is an option – awareness of library products and services?

4. Did any one factor make it particularly difficult?

5. How do you think these barriers might be overcome?

- library welcome email/BB staff induction module?

6. What do you like the most about the teaching session/material?

7. What do you like the least about the teaching session/material?

8. In what ways could the teaching session/material be developed and improved?

9. Did you feel that the teaching was delivered at the best time for the students?

10. What do you think motivated the students to engage with the intervention?

In your opinion, once students have attended the library teaching session/completed the material:

11. Do you think that it affects the students' research skills and how do you evidence that?

- have they improved? Can they do anything better than before the teaching?

- have they changed how they approach research? (do they research any differently?)

- do they use resources they didn't use before the teaching/training?

- has it changed the students' ability to evaluate resources? If so, how?

12. [If you know] has the students' level of confidence improved and how might this be demonstrated?

13. [If you know] to what extent do students transfer the skills/knowledge they have learned to other tasks (modules, assignments, searching for employment, etc.)?

14. Have you noticed any particular positive (or negative) effects, e.g. in terms of engagement and achievement, on black and minority ethnic students, students with disabilities or male students, in particular?

15. Do you have any ideas for extending the scope of library integration within your module or within other modules?

13.7 STUDENT PARTICIPANT INFORMATION GUIDE

Investigating the value and impact of librarians' interventions on students' information skills development

Name of Researchers: Sue Shreeve (Business and Law Faculty Librarian, University of the West of England); Jacqueline Reilly (Senior Library Assistant)

You are invited to take part in a research study by UWE Library Services. Before you decide whether or not to participate, it is important for you to understand why the research is being developed and what it will involve. Please read the following information carefully and if you have any queries please contact the researcher on the details below.

What is the aim of the study?

This project aims to consider the views and experiences of students who have received library training sessions or have completed library online training as part of their curriculum. The results of the information provided will be shared both internally and externally and will be used to develop and inform future library support for students.

Why have I been invited to volunteer?

As a student on a module where library teaching sessions are embedded within the curriculum, we are interested to hear your feedback regarding your experience of the library teaching.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and will be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. However, once the focus group has taken place it will not be possible to remove your contribution from the digital recording. A decision to withdraw at any time, or a decision not to take part, will not affect your module assessment marks.

What will I have to do if I take part in the study?

If you agree to take part you will be invited to a focus group discussion with other students on your course; this will last between forty five minutes and one hour. The discussions will be held at a mutually agreed time and location and will be facilitated by a librarian from the University of the West of England. The subject and focus of the discussion will be your experience of the library teaching sessions/library training material.

When the research is reported your responses will remain anonymous. The discussions will be recorded and will be kept confidential, anonymity will be ensured. The digital recordings will be retained for six years then destroyed and we guarantee that the tapes will be handled in a secure manner to ensure that no individual

participants' voice or identity can be disclosed to unauthorised third parties outside the research team.

What are the possible benefits of taking part?

You will be helping us to gain a better understanding of students' perception of Library teaching and will be influencing the development of Library teaching at the University, helping us to ensure future teaching is effective.

What are the possible risks of taking part?

We do not foresee or anticipate any risk to you in taking part in this study.

What happens to the information?

All the information we receive will be treated in the strictest confidence. This may include interview transcripts, informal discussions with participants, researcher's field notes and observation notes. All electronic data including digital recordings will be stored on UWE's computer system in an area of SharePoint that can only be accessed by the 5 Project Team members, each of whom is a member of senior library staff grade H or above. Hard copy research material will be kept in a locked and secure setting to which only the researcher and 1 member of the Project team will have access in accordance with Data Protection Guidelines. Data will be destroyed no later than 6yrs after collection in accordance with University policy. The project has been reviewed and approved by the University Research Ethics Committee.

All the information which is collected from you will have your name removed so that you cannot be recognised from it.

What will happen to the results of the research study?

A report will be written containing evidence to demonstrate the impact and value of library teaching at UWE within the curriculum in developing student information skills.

This evidence will be used to develop and inform future teaching practice to increase student understanding, engagement and confidence, thereby improving academic attainment and employability.

The findings will also be used to create a set of recommendations/toolkit for best practice, including development of UWE's information literacy policy/framework and other relevant guidance e.g. recommending future processes to build on partnerships with faculty staff.

Key findings will be shared both within and outside UWE with those involved in teaching and learning and with other impact/value-related projects. Anonymous direct quotes may be used for publication and presentation purposes.

Who is organising and funding the research?

UWE Library Services are organising the research, with funding being provided by the UWE Learning and Teaching Fellowship Scheme.

What if I have more questions or do not understand something?

If you would like any further information about the study please contact:

Sue Shreeve

Faculty Librarian - job share with Julie Hamley

Faculty of Business and Law; University of the West of England, 5D10 Frenchay Campus Library, Coldharbour Lane, Bristol, BS16 1Q

Email: susan.shreeve@uwe.ac.uk

Tel: 0117 3282401

Thank you for agreeing to take part in this study
You will be given a copy of this information sheet to keep

13.8 STUDENT CONSENT FORM

Title of research: Value and impact of librarians' interventions on students' skills development

Name of Researchers: Sue Shreeve (Business and Law Faculty Librarian, University of the West of England); Jacqueline Reilly (Senior Library Assistant)

Material gathered for this research will be treated as confidential and securely stored. This may include focus group transcripts, informal discussions with participants, researcher's field notes and observation notes. Any material which is used in the resulting report will be anonymised.

Please initial in the boxes below concerning the collection and use of the research data.

| | |
|---|--|
| I have read and understood the information sheet for the above study | |
| I have been given the opportunity to ask questions about the study | |
| I have had my questions answered satisfactorily | |
| I agree that anonymised quotes may be used in the dissemination of the focus groups findings. | |
| I agree that anonymised quotes may be used in the dissemination of informal discussion. | |
| I agree that field or observation notes may be used in the dissemination of research findings | |
| I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, or legal rights being affected | |
| I agree to take part in the study | |
| I agree to this focus group being audio taped | |
| I understand that, if I choose to withdraw from the study, it will not be possible to withdraw my contribution from the recorded focus group discussion once recorded | |

Name (Printed).....

Signature.....Date.....

Please feel free to contact me if you have any further questions.

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Contact details:

Sue Shreeve

Faculty Librarian - job share with Julie Hamley

Faculty of Business and Law

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14. RESULTS

14.1 CONFIDENCE DATA FOR THREE OF THE LIBRARY INTERVENTIONS

Students graded their level of confidence on a 6 point scale where:

1 = Not confident

6 = Very confident

| Intervention | Confidence level before training | Confidence level after training | Confidence change |
|-----------------------------|----------------------------------|---------------------------------|-------------------|
| FET Library Online Workbook | 5 | 5 | 0 |
| | 3 | 5 | +2 |
| | 4 | 5 | +1 |
| | 3 | 5 | +2 |
| FBL Criminal Law | 1 | 6 | +5 |
| | 2 | 4 | +2 |
| | 3 | 5 | +2 |
| HLS Problem-based Learning | 2 | 5 | +3 |
| | 3 | 6 | +3 |
| | 5 | 6 | +1 |

14.2 COMMENTS ON THE STRUCTURE, CONTENT AND ADMINISTRATION OF THE LIBRARY INTERVENTIONS

| Comment | Intervention | Source | Broad Theme | Topic |
|--|--------------|-----------|----------------------|----------------|
| Mine was a smaller group, only 3 of us and like you said it was better. | HLS PBL | Focus Grp | Course Positive | Administration |
| People do respond to incentives, so maybe seeing something like, 'generally people who go have higher scores' or something, which I am sure may be true. | FBL Crim | Focus Grp | Course Developmental | Administration |
| You could just put maybe posters around the Library ... and get [lecturers] to promote it in classes... | FBL Crim | Focus Grp | Course Developmental | Administration |
| Maybe make being more strict on the attendance of students. Because what you were learning at sessions I felt, was extremely valuable and I don't think it is right for students to miss it. | FBL Crim | Focus Grp | Course Developmental | Administration |
| Yes [students] had to sign, but I don't think that people who didn't attend had any actions taken against them. | FBL Crim | Focus Grp | Course Developmental | Administration |
| You could probably do more stuff to promote the learning experience, and say 'well, this is really going to help you', ...but you couldn't necessarily, well punish them in a way! So encourage instead of to make it more of a punishment thing. | FBL Crim | Focus Grp | Course Developmental | Administration |
| Specifically in my group I think we were 6 ideally a smaller group would have been better. | HLS PBL | Focus Grp | Course Developmental | Administration |
| ... the point would be to have smaller groups ... I would say about 3. | HLS PBL | Focus Grp | Course Developmental | Administration |
| ... it wasn't so easy for [the librarian] to pay attention to everyone and we had different questions... so I am thinking if we had more tutors ... if this group needed attention then they would be able to attend to them ... | HLS PBL | Focus Grp | Course Developmental | Administration |
| ... watching them in the practical, all the groups seemed to be enjoying participating, so I would say it is a positive experience for all those groups [including black minority ethnic students, or students with disability, or international students or male students]. | HLS PBL | Staff | Course Positive | BME |
| The teaching session is good, it is accessible to students ... | FBL BLIS | Staff | Course Positive | Content |
| ... they like [the library session] and it engages them | FBL BLIS | Staff | Course Positive | Content |
| It was very informative, very helpful ... | FBL Crim | Focus Grp | Course Positive | Content |
| Yeah, I think it was helpful how they worked us through the different websites or resources that we could use for Parliament because I wouldn't have known about them if they didn't tell me, so I found that quite helpful. | FBL Crim | Focus Grp | Course Positive | Content |
| I think there was a Law regarding insanity and assisted suicide, which I thought was very good. We were able to apply it immediately to what we learned. | FBL Crim | Focus Grp | Course Positive | Content |
| ... I found it quite helpful for [the library teaching session questions] to be quite specific as it was in relation to what you are actually going to do. | FBL Crim | Focus Grp | Course Positive | Content |
| Yeah, [the library teaching questions] helped ... if you go back to the questions, like how to research insanity in different ways, like taking out words from it and putting exclamation marks, so it did help, it is there for you but you are actually learning about how it is helping your research trails... | FBL Crim | Focus Grp | Course Positive | Content |
| ... I thought that what the Library provided was really good, I liked it. [The librarian] put together some worksheets that were specifically aimed at the questions that we were giving to the students last year, and I thought that it was a really good way of getting them off on the right foot ... | FBL Crim | Staff | Course Positive | Content |
| I felt that last year and this year that the resources that you made available were good. | FBL Crim | Staff | Course Positive | Content |
| ...[the FET LOW] was very thorough, it covered everything you needed to know and there were also ... more tabs could be opened if you wanted to ... look further into how you could access papers online. | FET LOW | Focus Grp | Course Positive | Content |
| It was interesting, the work, the Library work session was interesting | HLS PBL | Focus Grp | Course Positive | Content |
| Yes I did [learn something myself]! | HLS PBL | Staff | Course Positive | Content |
| ... the only suggestion I have ... [is] trying to ring fence Library stuff towards [Legal] Method rather than scatter gun it across other modules is that it is possible that we could incorporate a little bit more to do with Socio-Legal Research | FBL BLIS | Staff | Course Developmental | Content |
| ... and the other thing I think that is important, that the online work book doesn't do which is important with architecture is that ... there should be a reading culture associated with it, and that is both reading and ... looking at pictures of buildings and drawings ... and the Library is quite nicely set up with architectural books, it has a good collection and they need to go and look at it and use it, which the [FET LOW] doesn't do. | FET LOW | Staff | Course Developmental | Content |
| This comment that 'actually, I knew half of it, it was dead easy'. | FET LOW | Staff | Course Developmental | Content |
| I think there is something which the online workbook doesn't address which is some understanding of the paper based resource they have... | FET LOW | Staff | Course Developmental | Content |

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| ... there was a bit of confusion on the part of the students about ... when you first go into the Library [web page] and there is that general search box ... the students seemed quite insistent that they could find what they needed doing that One of them said they had been to a different UWE Library ... and the librarian told them that this was just as good ... both [the librarian] and I, failed to really convince the students on that one. | HLS PBL | Staff | Course Developmental | Content |
| ... as part of the refresh we developed a 2 nd year module called Research and Design Strategies, ... helping them [with] research strategies which lead to them developing their dissertation proposals ... So it could be a very good place to ... ally another quite close connection to the Library. | FET LOW | Staff | Course Developmental | Future library input |
| ... one of the reasons we set up this Design and Research Strategies module is to give them a step into dissertation ... in 2nd year... , so in discussion, that stepping stone module, to have a kind of library input into that would be really good I think. | FET LOW | Staff | Course Developmental | Future library input |
| ... over the Summer we are going to be re-writing all those modules and I don't know how critical appraisals will fit into them and whether we will still even have that session. I think it is very useful, so I will push for it, but there is no guarantee. | HLS PBL | Staff | Course Developmental | Future library input |
| Well, that Critical Appraisal Course, I have just taught in Hong Kong ... and we also had what I thought was going to be the same session ... and actually ... there were no practical sessions ... what we really needed ... was ... much more about specific searching strategies that would fit more with the systematic review lecture. | HLS PBL | Staff | Course Developmental | Future library input |
| ... over the Summer we are going to be re-writing all those modules and I don't know how critical appraisals will fit into them and whether we will still even have that session. I think it is very useful, so I will push for it, but there is no guarantee. I would fight quite hard to still have a session with a Librarian because I saw how valuable it was | HLS PBL | Staff | Course Developmental | Future library input |
| I think it just made the process quite tough, but with the help from the Librarians it was manageable. | FBL Crim | Focus Grp | Course Positive | Level of difficulty |
| ... because most of the resources were like resources they were telling us to use, like I had never used before, so at the start it was quite difficult, but like he said, with the help of the Librarians... | FBL Crim | Focus Grp | Course Positive | Level of difficulty |
| I found the multi-choice options quite easy, because there are only the 4 or 5 answers that are available ... | FET LOW | Focus Grp | Course Positive | Level of difficulty |
| ... if there were any changes made ... it would be the test ... make the person think ... like test their intelligence or like what they have studied ... | FET LOW | Focus Grp | Course Developmental | Level of difficulty |
| ... you have friendly Librarians who run the session, they are very accessible, they make it clear to the students they can come and ask for advice at any time, which I think is excellent... | FBL BLIS | Staff | Course Positive | Librarians |
| ... the Librarians ... were probably some of the first people that [the students] get to meet, 'as a point of contact, if you are having problems with your legal research, please come and talk to us, this is where we are'.... That is particularly good | FBL BLIS | Staff | Course Positive | Librarians |
| I liked that we went through our questions and [the librarians] kind of helped you to know how to research things | FBL Crim | Focus Grp | Course Positive | Librarians |
| The Librarians were really helpful as well. | FBL Crim | Focus Grp | Course Positive | Librarians |
| ... the staff, ... they were really approachable ... and we'd all have to do [questions] and they'd come round to make sure everyone was on the right track, so that was nice, that was good. | FBL Crim | Focus Grp | Course Positive | Librarians |
| ... I think [the librarian demonstration] shows the students that librarians have particular skills that others don't necessarily have and they are hearing it from the experts, like I don't think I could have delivered that lecture to the same standard, certainly not with the same background of knowledge, so that was very good. | HLS PBL | Staff | Course Positive | Librarians |
| ... it was obvious that it was good to have someone with the expertise delivering it, rather than one of [the module leaders] delivering it. | HLS PBL | Staff | Course Positive | Librarians |
| I like the layout as well, how the titles are bold and red and the writing is small and black, it kind of helps you quickly when you are trying to find something straight to the point it is easier as well, and the fact that you have a picture of all your staff as well, that's nice! | FBL Crim | Focus Grp | Course Positive | Look and feel |
| Yeah, it didn't feel like it was extra work on top of all the other work, it felt like it was actually there for helping you. | FBL Crim | Focus Grp | Course Positive | Look and feel |
| Getting a bit picky, but maybe the design, it didn't come across as the most inspiring design ... a little out dated in a sense. | FET LOW | Focus Grp | Course Developmental | Look and feel |
| I don't know if it is down to resources or time you had, but it came across as an older looking website. | FET LOW | Focus Grp | Course Developmental | Look and feel |

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|--|----------|-----------|----------------------|---------------|
| We had to go to that [external] website and make sure we had that player ready, that TV player ... and if you didn't have it, you couldn't watch [the video] ... That wasn't slick. | FET LOW | Focus Grp | Course Developmental | Look and feel |
| Using an 'embedded' video, I think is the term, it would make it a more flowing thing. It didn't seem to be too happy on my version of Chrome ... | FET LOW | Focus Grp | Course Developmental | Look and feel |
| ... [the students] all enjoy doing a hands on session with a computer, I have never had any feedback to say 'we didn't like it, it was boring!' | FBL BLIS | Staff | Course Positive | Structure |
| ... the fact that your materials are then available online, so [the students] can run through the BLIS tutorials is also really good as they can organise their own time around them. So my view is that it works extremely well. | FBL BLIS | Staff | Course Positive | Structure |
| I thought the session was very organised and planned in the sense that what we did was applied it immediately to the questions that related to our Criminal Law presentation. | FBL Crim | Focus Grp | Course Positive | Structure |
| Yeah [it was useful to have the library teaching session PowerPoint and questions on Blackboard]...just to remind yourself of it | FBL Crim | Focus Grp | Course Positive | Structure |
| ... the answers weren't given to the students, but they were helped to get to the answers ... I thought that was a good thing, especially as after a 2 hour Library session we effectively set them loose into the wild here, free range researching! So I felt that giving them that level of help was appropriate... | FBL Crim | Staff | Course Positive | Structure |
| ... you always get the ones who don't go to the workshops and of course you don't want to cut them out of the loop, so [running library clinics] was kind of picking up the stragglers, but also I think, as you are researching you find something ... but then you don't understand how to look for something very specific and ... that is too focused to cover in that workshop, so being able to go and ask those questions [at a library clinic] is important. | FBL Crim | Staff | Course Positive | Structure |
| ...it was quite well structured and easily set out, in different categories, I didn't find myself getting muddled up in it, so it was good... | FET LOW | Focus Grp | Course Positive | Structure |
| It was very well structured and so you almost couldn't fail if you did the extent of the 2 hours ... of the exercise before ... | FET LOW | Focus Grp | Course Positive | Structure |
| It linked in well with the exam, I think that was quite a good thing, that it will count a bit of our marks ... | FET LOW | Focus Grp | Course Positive | Structure |
| ... we can always go back to [the online tutorial] which is quite useful. | FET LOW | Focus Grp | Course Positive | Structure |
| I think the test at the end helped you back up your knowledge ... as you could have just skimmed through it and ignored most of it. | FET LOW | Focus Grp | Course Positive | Structure |
| Yeah, the feature when you can save and leave [the FET LOW] and come back to it, that is really good and saves you having to commit to 2 hours in one go | FET LOW | Focus Grp | Course Positive | Structure |
| Yes, it was all very well facilitated, it was nice [the librarian] came to introduce it, ... if someone different comes in and tells them something they think it is much more serious, probably they don't take me seriously ... they think 'This is different! We must pay attention now!' | FET LOW | Staff | Course Positive | Structure |
| Yes, [the fact that the FET online library workbook is linked to from their Blackboard module] was good, I think that was the clear way to direct them to it... | FET LOW | Staff | Course Positive | Structure |
| The methodology... , I think that was the best way to be taught really | HLS PBL | Focus Grp | Course Positive | Structure |
| I loved that it was practical. | HLS PBL | Focus Grp | Course Positive | Structure |
| ...we actually did it ... we were given the topic and we were guided through searching different databases. | HLS PBL | Focus Grp | Course Positive | Structure |
| ... it was ... about showing students how you actually do a search of the literature. So [the librarian] ... was doing live demos from the university's library website... which was really useful as [the students] could see then, how to go and actually do it themselves... so I think that was really, really useful... | HLS PBL | Staff | Course Positive | Structure |
| I sort of felt it was a bit too crammed up, because if you notice half way towards the end of the session, people were dropping out, a lot were walking out, so I don't know, maybe I feel that it would be best if they were to split them up or have a bigger break in-between. | FBL Crim | Focus Grp | Course Developmental | Structure |
| Yeah, maybe like using different media platforms to engage. | FBL Crim | Focus Grp | Course Developmental | Structure |
| Slightly more interactive... Because sometimes it is quite hard to just sit and listen to someone for quite a long period of time. | FBL Crim | Focus Grp | Course Developmental | Structure |

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|---|----------|-----------|----------------------|-----------|
| ...rather than giving the students one, 2 hour Library workshop and then setting them loose on a research task that takes them 8 weeks to do, I think ... we will do smaller, more manageable tasks which will actually be dealt with through the workshop rotation | FBL Crim | Staff | Course Developmental | Structure |
| ... it might be beneficial to break [the teaching] into doing some catch up [sessions], I know you did one this year because of the snow, but I think that publicising, for those students who haven't plugged into it and then realise they missed out on something that would have been really beneficial, you could maybe still catch them ... | FBL Crim | Staff | Course Developmental | Structure |
| [changing the module assessment] will change the end result, so they are doing something a bit more ... structured, ... I don't know whether or not a 2 hour workshop in the Library will be required, I think actually the ... setting of the tasks will require Library input to make sure we are getting [the students] to fully explore all those available resources we have got here. | FBL Crim | Staff | Course Developmental | Structure |
| ...one could say it was too well structured, or it was too extensive, 2 hours is too long to spend, but for me personally I thought it was quite helpful, but my friend for example who took the test, said it was way too long and wanted to get it over and done with... | FET LOW | Focus Grp | Course Developmental | Structure |
| I did find it a little wordy in parts, and thought 'hang on a minute, just slow down and just kind of break it down a bit', it would have made it a little bit easier to get through. | FET LOW | Focus Grp | Course Developmental | Structure |
| Absolutely [the teaching is delivered at the best time for students], I think it was wrong when it was delivered during Induction ... get them at the beginning but as part of a structured module. I think the timing is perfect. | FBL BLIS | Staff | Course Positive | Time |
| Well, it was good it was a lot before [the assignment], just because it gave us time to kind of, instead of it all being crammed in, I mean, others might feel differently about that but I think that is probably because they are last minute. | FBL Crim | Focus Grp | Course Positive | Time |
| ... another reason to locate [the FET LOW] at some point in November, was it was the start of a technical project ... which is researching ... literature | FET LOW | Staff | Course Positive | Time |
| ... we had [the library teaching] in a very good [time] within our module, it fits very nicely with the lecture on systematic review, so that is how we paired it. | HLS PBL | Staff | Course Positive | Time |
| ... I somehow wish it was done slightly earlier in the course, because what I then learned out of that was quite helpful and possibly relevant to Criminal Law. | FBL Crim | Focus Grp | Course Developmental | Time |
| ... [the Criminal Law library intervention] ... would have helped us through our BLIS Methods test as well because there was a lot of information, how to find things and mostly what they covered was actually in our BLIS test so that probably would have helped us achieve a better marking on the BLIS test if it was done beforehand. | FBL Crim | Focus Grp | Course Developmental | Time |
| I think it does link in a lot with Legal Methods module for our BLIS tests, so it would probably be beneficial to have it before Christmas rather than after ... it could be a week before the BLIS Again, you could even do [a session] in January just to remind us. | FBL Crim | Focus Grp | Course Developmental | Time |
| I think sometimes it is better to do [the teaching] earlier ... resources and stuff we had never heard of before, it is a bit much to have all crammed into one lesson. | FBL Crim | Focus Grp | Course Developmental | Time |
| ... I would have preferred it to have been maybe 2 or 3 weeks later, just because, a lot of students didn't recognise the importance of it and so therefore didn't make the effort necessarily...1st week back, a lot of international students haven't actually flown back ... | FBL Crim | Staff | Course Developmental | Time |
| I think it might have been better earlier. | FET LOW | Focus Grp | Course Developmental | Time |
| I think it would have been better if it was done earlier because this was a second semester [session] and we need those skills for writing our essays, most of the essays I think were in the first semester ... | HLS PBL | Focus Grp | Course Developmental | Time |
| ... it would have been better if that training session, the practical session would have been done earlier. | HLS PBL | Focus Grp | Course Developmental | Time |
| ... it is good to be doing [the library teaching session] once in a while, not only that day, so like every 3 months, that would be nice, so you can refresh | HLS PBL | Focus Grp | Course Developmental | Time |

14.3 COMMENTS ON THE PERCEIVED IMPACT OF THE LIBRARY INTERVENTIONS

| Comment | Intervention | Source | Broad Theme | Topic |
|--|--------------|-----------|-----------------|-----------------------|
| I think generally we feel much more confident, if we were to do it now we'd be able to do it. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| ... I've become more confident at [researching] and I understand it better. I can easily do it now. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| ... when I hear the word research I think it is quite scary, like you have to research and you think, 'endless', how do you approach it? So I did find it really helpful just for them to tell you 'it's ok, we are here to help and you can use these resources to help you, there are people you can talk to' ... | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| ... basically [I was] not confident at all before, not really sure what to expect from the session, it has actually been a few months since the session but yet to say I am still confident, being able to research, very helpful session. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| I put 3 before, just because I kind of knew it from BLIS ... and afterwards I put a 5, as it ... recapped it from BLIS and made me feel a lot more confident. I had learnt it before in BLIS but ... it's more of a practice you have to do yourself and so you have to gain skills, you kind of have to go away and do it yourself really, people can't rely on Librarians to do it all for them. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| Yeah but evidentially everyone improves their confidence. There were 3 of us and we all said 'increased confidence'. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| I'd say more [confidence] related to statutes, legislation, cases, yeah.... | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| ... obviously confidence is the biggest thing, I think it motivated a lot of people, just to get started and because they understood it ... if they did go away and practice and have a look around then they gained other skills within the Law basically, researching and stuff. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| I should think [the library teaching] made us feel comfortable with ... the databases... | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| I know that [the previous module leader] always very much believed that students' confidence increased. I think that those students who really grasped the research project and got on well with it, I think they very much benefitted from the knowledge that they could do this big piece of work, I think there was a confidence boost. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| I think the ones that did, the ones who attended the Library session and used the resources, the ones that understood how to do things, they do finish with a greater level of confidence. | FBL Crim | Staff | Impact Positive | Attitude - confidence |
| It helped me with some referencing that I wasn't very familiar with. Now I am much more confident, I know how to do it. | FBL Crim | Focus Grp | Impact Positive | Attitude - confidence |
| ... more confidence in using the databases ... | FET LOW | Focus Grp | Impact Positive | Attitude - confidence |
| ... I am more relaxed and comfortable about doing the search | HLS PBL | Focus Grp | Impact Positive | Attitude - confidence |
| I can look at the key words in a research title or subject and be able to confidently use it for the search. | HLS PBL | Focus Grp | Impact Positive | Attitude - confidence |
| ... we can see the transition from non Lawyers to Lawyers as they go through [the BLIS material and the course] ... you start to be able to identify very quickly the students who are confident and the ones who are not confident with their legal research skills. | HLS PBL | Focus Grp | Impact Positive | Attitude - confidence |
| I don't think [it has affected how I feel about research] ... , I was always confident in getting it done ... , this obviously helps in terms of knowing where to look. | FBL BLIS | Staff | Impact Neutral | Attitude - confidence |
| No [I did not notice any difference in the confidence levels of students] | FET LOW | Focus Grp | Impact Neutral | Attitude - confidence |
| I've kind of learnt that there are actually Librarians to help you here ... you can actually contact [the librarians] and they do understand how to research Law in the way we are doing it. So I was quite surprised, I didn't know ... I think they said something about 24 hour asking questions or something as well? ... It's comforting to know. | FET LOW | Staff | Impact Neutral | Attitude - confidence |
| I think also it's promoted the Library, so therefore, when you do finish university, there is always your local Library to stroll down to and ask the Librarians, or find something to help you there. So that's also good ... | FBL Crim | Focus Grp | Impact Positive | Attitude - librarians |
| I think I'd use Google if I did [research] before [the library teaching], so.... | FBL Crim | Focus Grp | Impact Positive | Attitude - librarians |

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|--|----------|-----------|-----------------|------------|
| We'd use Wikipedia less ... or just Google search less... | FBL Crim | Staff | Impact Positive | Behaviour |
| ... [Wikipedia and Google are] good for like a basic rough outline on something, but then to find the actual accurate facts you then go onto use , but I generally don't use Google or Wikipedia. | FBL Crim | Focus Grp | Impact Positive | Behaviour |
| Yeah, you can definitely see [that the students' research skills have been affected] in their research trails, when I am marking portfolios ... you can see in the research trail of the people who have attended [the library teaching] and [they] have invariably used a better selection of material. | FBL Crim | Focus Grp | Impact Positive | Behaviour |
| You can see [that their research skills have been affected] evidenced in the stronger projects | FBL Crim | Focus Grp | Impact Positive | Behaviour |
| Usually all I would have would be Google and Wikipedia and [the library teaching] showed me how to find the specific books that are appropriate to the topic I am looking for and that is very helpful as it is much more reliable ... | FBL Crim | Focus Grp | Impact Positive | Behaviour |
| ... initially I was using mostly Google Scholar, whereby mostly you get a title ... but with this [library database] ... I am finding more relevant papers | FET LOW | Focus Grp | Impact Positive | Behaviour |
| The thing is at the moment is that despite our best efforts ... a lot of students just Google, they don't actually develop the skills of using a Law Library necessarily. Some of them do it, there is no doubt about it, but some don't ... | HLS PBL | Focus Grp | Impact Positive | Behaviour |
| ... this year we have a group of African male students, and they are like sponges, they are giving the entire degree everything they've got ... So you will have seen them [at the Criminal Law library session] and they will have benefited from it... I think that international students particularly tend to plug into those things more because they recognise that they are studying in another language, culture and country, this particular group ... they are all tremendously motivated. They have undoubtedly done some of the best work I have seen ... But they wouldn't have been able to do that without the Library support... | FBL Crim | Staff | Impact Neutral | Behaviour |
| I do understand the search engines better, yeah and how to search better and make sure it is more specific, rather than having extremely large [sets of] results. I mean we were already told [in Legal Methods] but it sort of reminded me, which was good. | FBL Crim | Staff | Impact Positive | BME |
| ... it did make me understand the different searches and how to shorten the search, search for different words that are similar to each other ... | FBL Crim | Focus Grp | Impact Positive | Competence |
| Maybe when it comes to Law [I search differently], and by Law I mean looking at statutes and cases. | FBL Crim | Focus Grp | Impact Positive | Competence |
| ... before the session, I possible knew much less than after the session. Especially when it comes to ... finding cases and legislation. | FBL Crim | Focus Grp | Impact Positive | Competence |
| Probably how to use shortened ... research words or how to make them more expanded to your research, that and also when you do look at something like a report or legislation you are not just like 'what do all these numbers or words mean?' ... So that really helped ... | FBL Crim | Focus Grp | Impact Positive | Competence |
| I think [the library teaching] also helps and makes your search a lot more concise as you can enter the year, ... if you know what you are looking for you can enter it, say if you are looking for Journalists you can enter the name by author or something. So it makes it easier to find what you are looking for. | FBL Crim | Focus Grp | Impact Positive | Competence |
| ... within the Library and searching within the Library and recoding, and how it is alphabetically ordered and the number order. That was helpful, so it added to my research skills I guess. | FBL Crim | Focus Grp | Impact Positive | Competence |
| , this [library teaching] obviously helps in terms of knowing where to look. | FET LOW | Focus Grp | Impact Positive | Competence |
| I think it's time savings, you are not spending all your time looking for resources when it is all there, just has to be accessed. | FET LOW | Focus Grp | Impact Positive | Competence |
| ... using the same resources but potentially finding it easier, or getting hold of things easier | FET LOW | Focus Grp | Impact Positive | Competence |

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| It is easier for me now, before I could be searching around a particular topic and I wouldn't know what to do or I would keep getting the wrong things, but now I know how to put in the search words, synonyms, the truncation, that sort of stuff, it is easier to search now, I don't have to spend hours searching. | FET LOW | Focus Grp | Impact Positive | Competence |
| I feel that now I can get more relevant research papers for my work ... with this [database] I can maybe limit the years, and research type, so I am finding more relevant papers, using this. | HLS PBL | Focus Grp | Impact Positive | Competence |
| Now I know that some others could be talking about the same thing, but they just use different words ...[or the] ... spellings might just be different if you were searching American journals... then I have to be careful about the spellings also ... | HLS PBL | Focus Grp | Impact Positive | Competence |
| I have also learnt that if any of the titles don't look like [what you need], abstracts could have what [you need], some of the databases when you type in words, things you are looking for are in the abstract of the title. | HLS PBL | Focus Grp | Impact Positive | Competence |
| ... now when I put the topic before me, I can just take out the key words and search... | HLS PBL | Focus Grp | Impact Positive | Competence |
| ... before the specific training session I had a problem on how to export some of the papers I got after doing the search on the databases ... but after the training I knew how to add those papers to folders and to export them. | HLS PBL | Focus Grp | Impact Positive | Competence |
| It is easier for me to know, or what papers I find that are relevant to what I need and again it doesn't make me waste time reading the whole thing and then I know whether to look when I get a paper, to know the time limit, like within the number of years I need | HLS PBL | Focus Grp | Impact Positive | Competence |
| ... what I gained most is the ability to look at the hits I get after doing a search and ... you only get very few hits and it would show me maybe having searched well ... Then we get too many, how to reduce them by making them more focused to what exactly you need ... | HLS PBL | Focus Grp | Impact Positive | Competence |
| It just saved me time ... I was using words that I could have used the synonyms instead of a particular word and I would have been able to have got more materials, rather than not getting any and being confused. | HLS PBL | Focus Grp | Impact Positive | Competence |
| ... we had to learn truncating, to make the ability to get information more faster and precise. | HLS PBL | Focus Grp | Impact Positive | Competence |
| ... I think that some of [the students] who didn't really know how to use the Library resources ... must be better off now ... I think the people who were already fairly up to speed found it useful because they had an expert there that they could discuss any problems ... there were some who weren't very up to speed ... if [the session] didn't encourage them to use the Library resources to try and do searches for themselves, then I don't know what will! | HLS PBL | Focus Grp | Impact Positive | Competence |
| I'd say I feel very neutral about how the teaching affected my research ... | HLS PBL | Staff | Impact Positive | Competence |
| Not in my experience, no [the students have not used the legal databases before arriving at UWE] | FBL Crim | Focus Grp | Impact Neutral | Competence |
| Westlaw [is one of the databases I now use which I didn't use before the library teaching]. I [also use] the UWE Bristol website [and didn't before the teaching]. | FBL BLIS | Staff | Impact Positive | New resources |
| Yeah, for me mainly I think it is Westlaw [I use now that I didn't use before the teaching]. | FBL Crim | Focus Grp | Impact Positive | New resources |
| I have noticed that I've always used Lexis [since the library teaching] and my peers as well. | FBL Crim | Focus Grp | Impact Positive | New resources |
| I think it helped me, I didn't even know before the session ... systems you can use to find specific newspaper articles [Nexis] ... sometimes I think it is easy to look at like ... the Metro or something that is very easy to pick up, but it's good to have [news articles] on the database. | FBL Crim | Focus Grp | Impact Positive | New resources |
| ... I have sort of been used to and complacent with Lexis, when there are actually a lot more resources I can utilise. It has made me actually realise there are a lot more resources I can use. | FBL Crim | Focus Grp | Impact Positive | New resources |
| Yeah, I think it was helpful how they worked us through the different websites or resources that we could use for Parliament because I wouldn't have known about them if they didn't tell me, so I found that quite helpful. | FBL Crim | Focus Grp | Impact Positive | New resources |
| [I learnt about new databases] like Cochrane, that's the biz. | FBL Crim | Focus | Impact | New resources |

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| | | Grp | Positive | |
| [My ability to evaluate resources has changed] slightly, I would say... definitely better. | HLS PBL | Focus Grp | Impact Neutral | New resources |
| ... because Lexis Nexis or Westlaw, they are just more factual aren't they? | FBL Crim | Focus Grp | Impact Positive | New skill - evaluation |
| Yeah, [the library databases Lexis Library and Westlaw] deal with law more directly, however Google could be just someone's own personal opinion, yeah, so it could be biased. | FBL Crim | Focus Grp | Impact Positive | New skill - evaluation |
| Or it could be a completely different country's Law, or not relevant, like America, and it's actually a little more simpler than using Google, it is not splat out everywhere, when you actually understand the numbers, so yeah, it is just a little more easier to understand and actually do. | FBL Crim | Focus Grp | Impact Positive | New skill - evaluation |
| I think [my ability to evaluate resources] has changed. Purely on the trust aspect and being confident knowing which resource is more trusted than others. Also, appreciating why they are trusted and why they are not ... you trust a site more if the author of the site was an expert or if you were aware that there was an expert, like a field where they had considerable knowledge ... as opposed to someone on a forum. | FBL Crim | Focus Grp | Impact Positive | New skill - evaluation |
| Also I can refer back to the section where [the FET LOW] shows resources and which ones to trust more than others and make like a hierarchy of where to look first. | FET LOW | Focus Grp | Impact Positive | New skill - evaluation |
| I think it opened your eyes into understanding which resources you are trusted with. So when you want to think about which way to go to research, which way could be better than another | FET LOW | Focus Grp | Impact Positive | New skill - evaluation |
| Making sure, and getting hold of valid resources, I think is a key thing, you are always worried about picking up dodgy facts or unreliable information, so, I think maybe that is what made it more confident for me. | FET LOW | Focus Grp | Impact Positive | New skill - evaluation |
| I suppose in reality, you can do things like reports and factual data, it kind of helps you sift through the stuff that isn't relevant or isn't trustable and find something which is ... a worthy source. | FET LOW | Focus Grp | Impact Positive | New skill - evaluation |
| I could find that you have those palliative care research and comparing with what I was getting from Google Scholar I think it was better quality. | HLS PBL | Focus Grp | Impact Positive | New skill - evaluation |
| It is easier for me to know ... [a paper's] authenticity | HLS PBL | Focus Grp | Impact Positive | New skill - evaluation |
| ... I had only ever done Harvard before, so I did really appreciate the Library session as it was the introduction of how to use OSCOLA and what to do, so that was good. | HLS PBL | Focus Grp | Impact Positive | New skill - evaluation |
| Yeah, I think it definitely helped me, it ... showed how to find a book and reference it or ... know what shelf it is on ... Before I didn't know but I knew after ... | FBL Crim | Focus Grp | Impact Positive | New skill - referencing |
| ... only through this is how I've learnt how to use UWE Harvard referencing ... that is definitely one thing I didn't know before. | FET LOW | Focus Grp | Impact Positive | New skill - referencing |
| It helped me with some referencing that I wasn't very familiar with. Now I am much more confident, I know how to do it. | FET LOW | Focus Grp | Impact Positive | New skill - referencing |
| ... [the FET LOW] has assisted with getting references down, has made it easy ... | FET LOW | Focus Grp | Impact Positive | New skill - referencing |
| ... obviously, for sure [I will use it in future assignments] ... to go onto the Library services and find the book you want to find to help our study and also the referencing. | FET LOW | Focus Grp | Impact Positive | New skill - referencing |
| I think from the [assignments] that I saw, there were some reasonable attempts at referencing. So presumably, it's done its job. | FET LOW | Focus Grp | Impact Positive | New skill - referencing |
| Referencing [I felt more confident about, and] ... the more statistical aspects of it, and using the computer | FET LOW | Staff | Impact Positive | New skill - referencing |
| ... I knew how to reference before but not that method ... and I never knew before how to reference ... journals ... compositions. | HLS PBL | Focus Grp | Impact Positive | New skill - referencing |

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| [The students learn]... really important core skills, Law is almost like a different language, so by the time a Law student graduates, they should be able to talk a legal language and ... they should be able to "decode the code" is the way we put it to them and if they don't have that core skill they are not going to be able to function as Lawyers basically. | HLS PBL | Focus Grp | Impact Positive | New skill - referencing |
| I think there is a high level of [information literacy skills] being transferable, there would have to be for a Law student ... we want them to be up and running with those skills and using those skills with all their other modules and hopefully within their work experience as well, as quickly as possible ... it is something I think they would be expected to apply across every subject with their degrees ... | FBL BLIS | Staff | Impact Positive | New skill - transferable |
| ... I do Law and I do Psychology ... even though I can't specifically use Lexis for Psychology but I do know there are other resources on the UWE Library [website] like Cite that I could use ... Law and Psychology ... are completely different, but actually the research bit of [Criminal Law] has helped for Psychology, like websites that are genuine, so things like that. | FBL BLIS | Staff | Impact Positive | New skill - transferable |
| Probably [the library teaching]helps towards knowledge on law and maybe, hopefully when we are working as a Lawyer it will help us in finding resources and research better. | FBL Crim | Focus Grp | Impact Positive | New skill - transferable |
| I guess what we were looking at, it was specific to Law, so like, I might not be able to use those databases in other areas of my study, but I guess in terms of research I know that different types of databases are available for my other areas of study. | FBL Crim | Focus Grp | Impact Positive | New skill - transferable |
| Yeah, it is completely different to Psychology and yet when we have our essays in Psychology there is a lot more as in knowing how to research things in a way, shorten things in a research engine, also how to reference and stuff, that's helped as well, where to find things on the UWE website, there are just things like that ... | FBL Crim | Focus Grp | Impact Positive | New skill - transferable |
| In terms of research obviously, we will take on board here and through your career, as long as you keep the basic principles in mind of knowing where to look, you can take that with you. | FBL Crim | Staff | Impact Positive | New skill - transferable |
| In a sense I would say it is an essential exercise to get through this computer age time, where most of the things are online or a number of things where you can find it in certain places, it helps you I think at home, those skills. | FET LOW | Focus Grp | Impact Positive | New skill - transferable |
| ...[I felt more confident about my] skills on the computer ... because even if it is not on the databases, even if you are going to be searching on a website or Google, you know how to go around it ... | HLS PBL | Focus Grp | Impact Positive | New skill - transferable |
| ... that truncation, I have never learned that before, I didn't know but now I know how to truncate words. I am applying that more in systematic reviews, truncation yes, it is really good! | FET LOW | Staff | Impact Neutral | New skill - transferable |
| ... for my course, due to the nature of it, we haven't had much written assessment... | FET LOW | Focus Grp | Impact Neutral | Not yet used |
| Probably, we would need to use it in the 2 nd or 3 rd year but not at the moment. | FET LOW | Focus Grp | Impact Neutral | Not yet used |
| I haven't really had too much of a chance to apply [the library teaching] just yet. | FET LOW | Focus Grp | Impact Neutral | Not yet used |
| ... there is another aspect to that, I need to reflect on that technical project, the research project ... to give it a stronger individual output from each student, in terms of technical research ... So I think I will be able to answer that and get some sense of the impact of [the FET LOW] and how [the students] are using Library resources much more clearly next year. | FET LOW | Focus Grp | Impact Neutral | Not yet used |
| As you probably know [the FET LOW] is embedded in a studio module, so the number of times that [students] would be using the Library as a requirement is relatively limited and ... there are 3 different co-horts, I know the tutors and talk to them for the other modules they are doing but I haven't got that kind of detailed sense of what they are up to. | FET LOW | Staff | Impact Neutral | Not yet used |
| I haven't seen any evidence of [an effect on student research skills] as I haven't really set them any work where they would have had to do searches themselves | FET LOW | Staff | Impact Neutral | Not yet used |

14.4 COMMENTS ON THE MOTIVATION OF STUDENTS TO ENGAGE WITH THE LIBRARY INTERVENTIONS

| Comment | Intervention | Source | Broad Theme | Topic |
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| ... a lot of them, they don't really realise what it is they don't know until they try to do it and know they can't do it. Now, I think the problem is, by the time they've realised, it's happened. | FBL Crim | Staff | Motivation | Administration - negative |
| Well it was the last session of the day, it was in the afternoon ... something like 2 – 4 ... and although I made it clear to them, who as going when, perhaps I could have made that even clearer, the whole thing was splitting the class into 2 groups and telling them who was expected to do what, when, maybe that wasn't so clear to some ... | HLS PBL | Staff | Motivation | Administration - negative |
| Yeah, but our attendance in Law isn't actually marks is it? It is looked at. So that is quite difficult to add that to our final grade, if someone couldn't come or they knew it from BLIS or something, I kind of disagree in a way, sorry. You can't force a student to learn, it is up to them, so... | FBL Crim | Focus Grp | Motivation | Administration - neutral |
| I understand from [the librarian] that the second session that should have been for the other 20 students was not as well attended, which I found disappointing, I think the students missed an opportunity there. | HLS PBL | Staff | Motivation | Administration - neutral |
| ... attendance at most of that module was not full attendance, so I don't think the attendance at [the library teaching] was any lower, I think the keen people signed up for the first one ... and I think the less keen students then, by default, ended up in the second group and that is where we saw the slower numbers, which was reflected in lectures as well, so, I don't actually think there was any problem in the attendance of that practical. | HLS PBL | Staff | Motivation | Administration - neutral |
| ... [the library intervention] is very early on in their studies and they tend to be very engaged in the first couple of weeks...before some start cherry picking which lectures and seminars to go to, so you do get quite a good attendance rate ... you tend to get them quite keen to turn up and meet people and meet the tutors ... | FBL BLIS | Staff | Motivation | Administration - positive |
| ... getting the students engaged right at the beginning of semester 1, first term of their Law degree, with the fact this is really a fundamental core skill they need to have is probably the most important thing. | FBL BLIS | Staff | Motivation | Administration - positive |
| Just to encourage [the students that didn't come to the library teaching] and say they are going to need to do this at some point within this year, so it is going to help you, just to encourage them basically ... if someone isn't going to turn up, then they are not going to turn up, it is quite difficult to make them really, but it's their education. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| It is very hard to motivate, I mean, if you don't want to come then you're not going to come. What if you were to say 'if you come you get...', how do I say this? Maybe the attendance is marked, like it will add to the score of your final Criminal Law? | FBL Crim | Focus Grp | Motivation | Administration - positive |
| The thing is, [the students who did not attend the library teaching session] have it on Blackboard and ... it will help them with their marks, but you know, it's their fault for not going, they have missed out on a few things, not everything's posted on Blackboard but it is helping them still and that is kind of what we are here for, not to punish students who don't attend, just to help them if they can't attend sometimes or things like that. There are lots of different reasons why students don't attend. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| ... I put a whole heap of stuff on Blackboard saying, "it is strongly recommend that you attend this, you will be given information that you will not get any other way", and I think it was better attendance this year, but I think that might have been even better had I had an opportunity to go into the lecture and say that as well. | FBL Crim | Staff | Motivation | Administration - positive |
| We were told [about the library teaching session] by our lecturer ... [using] things like Blackboard, but [it needs to be] bold, kind of, because sometimes it is just all the same malarkey, so kind of maybe just put a lot of it on Blackboard. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| The Lecturers would say 'oh make sure you go to workshops ...', like they did I think. Just make sure they are all aware maybe, drum it into us. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| People do respond to incentives, so maybe seeing something like, 'generally people who go have higher scores' or something, which I am sure may be true. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| You could just put maybe posters around the Library, make sure the Lecturers know it is going on, ... and get [lecturers] to promote it in classes... | FBL Crim | Focus Grp | Motivation | Administration - positive |

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| Maybe make being more strict on the attendance of students. Because what you were learning at sessions I felt, was extremely valuable and I don't think it is right for students to miss it. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| Yes [students] had to sign, but I don't think that people who didn't attend had any actions taken against them. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| You could probably do more stuff to promote the learning experience, and say 'well, this is really going to help you', so students are more encouraged, but you couldn't necessarily, well punish them in a way! So encourage instead of to make it more of a punishment thing. | FBL Crim | Focus Grp | Motivation | Administration - positive |
| Also, were there emails ... there were notifications on Blackboard....[from] library staff | FET LOW | Focus Grp | Motivation | Administration - positive |
| ... it was at the beginning of the critical appraisal module and you were told it would be very necessary to attend those sessions if you were to succeed in the module.... Yes [the module leader told us that]. | HLS PBL | Focus Grp | Motivation | Administration - positive |
| Well, I personally would have done it anyway, [the librarian] came into our lecture and announced that...and said it was available to us through Blackboard, so like I said I would access it anyway for future studies. | FET LOW | Focus Grp | Motivation | Assessment - neutral |
| ... every student will be very clear [the skills are assessed] ... students seem to be more motivated if they know they are going to be assessed, theoretically they should all be interested in the subject for it's own sake, but in the real world, we know if we are going to be assessing them on something, that will increase their motivation and attendance dramatically ... if they are not assessed and they have already burned out with Induction they might choose not to attend | FBL BLIS | Staff | Motivation | Assessment - positive |
| ... it is introduced to them as 'you will be going to the Library next week, you will be assessed, this is effectively going to form the base of your coursework for the subject' and then up they come and they turn up to your session. | FBL BLIS | Staff | Motivation | Assessment - positive |
| Yes, I think definitely, knowing I would have to do this [assignment], knowing I would have to produce a piece of work. I think that was a key motivator, because if I don't go I wouldn't have known what to do, so yeah, I would say it did motivate me, but not only that, sometimes it is just good to go because you don't know what you are going to have to do in your 2 nd year, so if I maybe didn't go, it would be even more work or databases I wouldn't know in my 2 nd year. | FBL Crim | Focus Grp | Motivation | Assessment - positive |
| Yeah, [having these skills assessed] made it a lot more do-able and I am sure some people probably wouldn't have been bothered to do it at all if it hadn't of been worth anything | FET LOW | Focus Grp | Motivation | Assessment - positive |
| Yeah, that percentage they put on the test is a good incentive definitely, because as you can appreciate some students probably would bother taking their time to look at a library service, but they should at this level, but some don't. | FET LOW | Focus Grp | Motivation | Assessment - positive |
| ... I did it because it was assessed, so that was one of other reasons I did it, | FET LOW | Focus Grp | Motivation | Assessment - positive |
| ... the test made you think about it and go back over it again. | FET LOW | Focus Grp | Motivation | Assessment - positive |
| The other thing I did, and told [the librarian] I wanted to do is tell them it was assessed... That usually focuses their mind... [the weighting is] probably around 3%. | FET LOW | Staff | Motivation | Assessment - positive |
| ... to do a systematic review for my dissertation ... [would] involve looking for articles and summarising them, and so I thought the Library research skills would be the most helpful for my project ... So I thought it would be beneficial for my dissertation. | HLS PBL | Focus Grp | Motivation | Assessment - positive |
| ... maybe there has to be something you need to learn and then I wanted to get more skills ... for dissertation, to make it easier so that I don't have to waste as much time. | HLS PBL | Focus Grp | Motivation | Assessment - positive |
| ... I think if [the students] just thought this is a practical. I think it is always a problem in education that people perceive that practical that follows the lecture as almost optional ... if they have got the lecture then they have done the theory and they are not going to gain very much from just coming along to that. | HLS PBL | Staff | Motivation | Attitude - negative |
| Some of [the students] just think that they know [how to research], and it isn't until they actually sit down and Google something and think 'oh, I don't really know what I am doing, that Library session would have been useful!...' And it's gone! | FBL Crim | Staff | Motivation | Attitude - negative |

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| I think, as a rule, the international students do plug in ... I am not sure ... our own home grown minority students [engage with the library teaching], a lot of them ... are almost too cool for school... like it's not cool to try too hard. I don't know if they go home and work ..., maybe they don't want to be seen. | | Staff | Motivation | Attitude - negative |
| ... we also had weather to contend with ... We had snow | FBL Crim | Staff | Motivation | External factors - negative |
| ... I think all our students have home commitments, children to pick up from school ... | HLS PBL | Staff | Motivation | External factors - negative |
| ... you have friendly Librarians who run the session, they are very accessible, they make it clear to the students they can come and ask for advice at any time, which I think is excellent... | FBL BLIS | Staff | Motivation | Librarian - positive |
| ... the staff, ... they were really approachable ... and we'd all have to do [questions] and they'd come round to make sure everyone was on the right track, so that was nice, that was good. | FBL Crim | Focus Grp | Motivation | Librarian - positive |
| ... [the librarian] came in, so it was someone new, so this is a serious thing | FET LOW | Staff | Motivation | Librarian - positive |
| Yeah, my peers were like 'this is going to be really important for you to go!' and I was like 'what's this about?', yeah, that's why I went really. Student reps ... We have lots of conversations about it.... | FBL Crim | Focus Grp | Motivation | Peer recommendation - positive |
| I'd be really disappointed if we were to cover a similar topic [to our Criminal Law assignment questions] in the library teaching session], rather than the actual topic, I felt that was really helpful. | FBL Crim | Focus Grp | Motivation | Relevant content - positive |
| Yeah, [using examples relevant to our assignment] makes [the library teaching session] more interesting. | FBL Crim | Focus Grp | Motivation | Relevant content - positive |
| I think if you were to do [the library teaching session questions] on something else, a more general side, people might struggle to think about this, like ok, they know it, but how do they apply it to what they are doing? | FBL Crim | Focus Grp | Motivation | Relevant content - positive |
| Yeah, also if [the students] are busy they don't see the relations of why they are doing [the library teaching session, if the questions aren't relevant]. | FBL Crim | Staff | Motivation | Relevant content - positive |
| [The library teaching session questions] encourages them to actually focus as well in tasks, they know they are going to be studying either one of those questions. | FBL Crim | Focus Grp | Motivation | Relevant content - positive |
| ... I think [the FET LOW] is a nice easy thing that [the students] are quite happy to have a go at ... | FET LOW | Staff | Motivation | Relevant content - positive |
| ... just to enhance my ability to learn new things like continuing to present good work, so you can do any presentation and talk about Library and how to go about searching, ... you will need to know about searching, so you can enhance your ability for the work, in terms of presentation, people at post graduate level expect you to go to university or international conferences and if you present you have to learn how to search many libraries... | HLS PBL | Focus Grp | Motivation | Relevant content - positive |
| ... they all enjoy doing a hands on session with a computer, I have never had any feedback to say 'we didn't like it, it was boring!' | FBL BLIS | Staff | Motivation | Structure - positive |
| Because it was practical. | HLS PBL | Focus Grp | Motivation | Structure - positive |

14.5 COMMENTS ON THE PERCEIVED DRIVERS AND BARRIERS TO EMBEDDING LIBRARY INTERVENTIONS WITHIN THE CURRICULUM

| Comment | Intervention | Source | Broad Theme | Topic |
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| ... it's pretty much assumed by other Module Leaders, certainly at Level 2 and 3, that students have got these core skills and are familiar with the Library and online resources ... | FBL BLIS | Staff | Barrier to embedding | Attitude - IL skills already developed |
| ... for Level 2 and Level 3 Module Leaders, there is an assumption that [IL skills teaching] has already been covered, so [they] feel that by the time the students get to them, that they should have got to grips with those skills.... whether or not that is a justified view is another thing entirely, but I think that would be accepted. | FBL Crim | Staff | Barrier to embedding | Attitude - IL skills already developed |
| I think there is that expectation, and I probably have similar expectations in a way, that [students] should know how to use a Library and just get on with it, go to the Library and they don't! | FET LOW | Staff | Barrier to embedding | Attitude - IL skills already developed |
| There can be an assumption incorrectly, that by a process of osmosis that [students] will have the information skills they need or the information about the Library and often they don't, and things move on so quickly that how can they? | HLS PBL | Librarian | Barrier to embedding | Attitude - IL skills already developed |
| "The computing side [of the faculty] ... are more artistic, more creative ... They made all the right noises and said "yes it [FET LOW] is very important", but they didn't make things happen ... part of it may be that they have old ideas of what the library does and how useful it is ...[| FET LOW | Librarian | Barrier to embedding | Attitude - IL skills not relevant |
| ... or [academic staff] feel they are doing everything they need to do, that actually their students don't need reading at level one, that also goes across engineering some [Academic staff] see the library as only being needed if there was an essay to be written. | FET LOW | Librarian | Barrier to embedding | Attitude - IL skills not relevant |
| some [faculty areas] ... will often say "there aren't any books because it is so fast moving in this area", and actually there are quite a lot of books and a load of other stuff we do apart from books. So we still have to keep ... working on that [attitude] to make sure the lecturers see that there is relevance in the resources that we provide and also that the skills that we provide go beyond the resources that we provide | FET LOW | Librarian | Barrier to embedding | Attitude - IL skills not relevant |
| [The creatives] ... are very engaged, very good teachers, very up to date on what they do, full of enthusiasm, but again probably don't see what [librarians] can offer, or maybe they don't want it offered in the way they think we are going to do it, so I think we have probably got to get a bit more creative ourselves to meet their style. | FET LOW | Librarian | Barrier to embedding | Attitude - IL skills not relevant |
| ... I think the need for a Law student to be able to go online and find Legal resources that are specific for a Law degree is essential. | FBL BLIS | Staff | Driver to embedding | Attitude - importance of IL |
| ... another reason for removing [BLIS] from Induction and embedding it ... [is]because it is a real core skill for every Law student, ... they all have to reach a basic minimum standard | FBL BLIS | Staff | Driver to embedding | Attitude - importance of IL |
| ... well for whatever reason, [the students] are a bit hopeless at using the Library, so I think [the FET LOW] is incredibly important ... | FET LOW | Staff | Driver to embedding | Attitude - importance of IL |
| ... also I think, [the FET LOW] seemed to be a good way of starting to introduce [the students] to the notion of referencing and how they might use this | FET LOW | Staff | Driver to embedding | Attitude - importance of IL |
| ... [The students] are often not very good and they don't get how they find technical information, and that was something I was hoping the online workbook would be good at ... and it was important. | FET LOW | Staff | Driver to embedding | Attitude - importance of IL |
| Technical research was a kind of key reason I wanted it because in a 1 st year module about introducing technology into design, the point that you have to research [technical design] and then apply it to a design for a building is sort of quite central really. | FET LOW | Staff | Driver to embedding | Attitude - importance of IL |
| ... we know it's really important to make sure information literacy skills are embedded ... | HLS PBL | Librarian | Driver to embedding | Attitude - importance of IL |
| I think most people are more than willing [to have an embedded library session], they are very keen that [the librarians] should have at least an hour. | HLS PBL | Librarian | Driver to embedding | Attitude - importance of IL |
| I think one of the reasons that people are so receptive [to HLS PBL] is that there is a tradition of evidence based approach in Healthcare ... they absolutely get [PBL] ... They do see the importance of people using the right kind of materials, it has to be good quality resources, yes, so they do appreciate us showing the students where to find those databases and resources and how to find journal articles. | HLS PBL | Librarian | Driver to embedding | Attitude - importance of IL |

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| ... a barrier might be that the way we are trying to structure, certainly Level 1, is to keep the Library teaching with Legal Method, so the fact it has spilled into Crime was accidental... | FBL BLIS | Staff | Barrier to embedding | Attitude - one point of delivery |
| ... what we have tried to do is keep the notion of Legal Skills ... specific to Legal Method ... because the students have become extremely confused and what we are trying to do is give them all the requisite skills they are going to need via an assessment in Legal Method ... but speaking from my Programme Manager point of view I would say that it is a barrier that should be there otherwise what we are going to have is a very scattered approach, and also one module may not know what another module is doing or what the rationale is ... | FBL BLIS | Staff | Barrier to embedding | Attitude - one point of delivery |
| We are doing quite a lot and our staffing has stayed the same ... but back in 2010 it was cut quite considerably, so it is about us being creative in the way we reach our students. | FBL Crim | Librarian | Driver to embedding | Best use of resource |
| ... the [library] team had shrunk down a little bit and we were working a little bit differently, so it was also looking at ways we could reduce redundant face-to-face teaching, where we are turning up and the students aren't ... Or we haven't got a capacity class that we could have had. So it is just trying to be more efficient in how we use our time and resources. | FET LOW | Librarian | Driver to embedding | Best use of resource |
| This seemed like a really good opportunity to introduce something whereby the students would do a lot of peer learning, helping themselves and it would take the pressure off the librarian ... | HLS PBL | Librarian | Driver to embedding | Best use of resource |
| ... going back to ... what we did before, so doing [the students'] own topics, you [the librarian] then have to divide yourself up into 20 little bits, running around, helping people ... [The students] didn't require an awful lot of help, with these topics we had given them, they weren't too difficult and they understood what they were doing, so they didn't need an awful lot of help. | HLS PBL | Librarian | Driver to embedding | Best use of resource |
| ... we have got quite a lot of embedded interventions at module level already, we do want to be careful that we can resource what we are doing, so we are wanting to target those modules which have the widest reach ... | FBL Crim | Librarian | Barrier to embedding | Best use of resource |
| ... [BLIS online support] allowed better support for our remote and distant students and it tied in with what the faculty was doing as they were looking to expand their programmes, they called it 'open learning' but essentially it was part time study, and [BLIS] supported the part-time student who might be working and couldn't come in for a scheduled session, but they could be pointed to parts of BLIS. | FBL BLIS | Librarian | Driver to embedding | Curriculum refresh |
| [The faculty] were going through a curriculum refresh exercise ... and it was a real opportunity to look across the board and see where were we teaching, where should we be teaching, ... So it was a real opportunity to go in while things were being designed to make sure that we were providing the information literacy skills particularly at level one, that they would need to start building their skills. | FET LOW | Librarian | Driver to embedding | Curriculum refresh |
| ... I think the new curriculum has probably got something to do with the fact that ... it was really opportune ... to introduce something very practical, giving the students an opportunity to practice what they had just learned, and it all fitted together really well. | HLS PBL | Librarian | Driver to embedding | Curriculum refresh |
| ... In some areas, the curriculum refresh had caused large modules with a lot of students, so that makes things harder ... and also they are trying to cram in an awful lot. So they already felt that their curriculum was very full and quite challenging for the students, and so to add this extra thing, they felt was going to be very difficult. So there was some resistance from certain areas. | FET LOW | Librarian | Barrier to embedding | Curriculum time |
| ... one of the things that is coming out [of CAP] is assessment overload, in that [CAP members] feel in some instances the students are being over assessed ... it is a worry that the pressure from CAP will squeeze [the FET LOW] out as not being as essential as some of the other assessments [faculty staff] want to do. So that's a concern, ... a potential barrier ... | FET LOW | Librarian | Barrier to embedding | Curriculum time |
| ... it was very easy and has been very easy, very accessible from a Tutor's point of view to work with the Library and set these sessions up ... , it has led to a lot more positive student feedback this year. | FBL BLIS | Staff | Driver to embedding | Ease of implementing |
| It was very easy, from an academics point of view. I know [the faculty librarian] and everyone spent a lot of time putting it together, but from my point of view it is great, it was there. | FET LOW | Staff | Driver to embedding | Ease of implementing |
| ... [the librarians] have also stressed how it doesn't actually take a lot of time for [students] to do [the FET LOW] and also [the librarians] do all of the work ... all the marking and put the assessment up and that kind of thing. | FET LOW | Librarian | Driver to embedding | Ease of implementing |
| ... in previous years of running 1 st year, I have had varying degrees of success, purely through my own varying degrees of competence, of actually getting inductions into the Library. | FET LOW | Staff | Driver to embedding | Ease of scheduling |

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| ...because Legal Methods is primarily a skills module for Law students, it would have made sense to integrate some of the basic research skills the Library are using through BLIS as part of the module... | FBL BLIS | Staff | Driver to embedding | Essential for course structure/content |
| ... right from the start, [the module leader] had invited [the librarians] into his programme for Legal Method, we were fully embedded, all be in a print environment, with Legal Method, it was the obvious place for all the stuff to do with Legal research to sit ... | FBL BLIS | Librarian | Driver to embedding | Essential for course structure/content |
| I don't think [the module in that form] could have happened without the Library [support] because if, as teacher, we were taking a step back and basically giving [the students] this quite large project, quite complex ... I think that [the previous module leader] wanted the Library staff to take on that role of technical expertise It was to force the students into coming and having to grapple with it and [librarians] would be the main recipients of their issues...no I don't think we could have done it without the Library support ... | FBL Crim | Staff | Driver to embedding | Essential for course structure/content |
| ... our input was very much anchored towards the assessment that [the students] were going to be writing ... [and included many skills] that we had not covered at the Legal Method stage, and are really quiet advanced literature skills | FBL Crim | Librarian | Driver to embedding | Essential for course structure/content |
| We also know that with some modules, the information landscape is more difficult to navigate, so EU is a good example ... so again it's fairly transparent to us that we need to reach those students in terms of how to navigate through the EU maze. | FBL Crim | Librarian | Driver to embedding | Essential for course structure/content |
| ... everybody across the programme knew that Legal Method was a foundation module in which a number of skills sat, including the beginnings Legal Research ... [and] ... a number of them wanted to build on the basic Legal Research skills that we were covering in Legal Method to take things forward in a more applied way. | FBL BLIS | Librarian | Driver to embedding | Evidence of library teaching success |
| ... we made that decision that ... we'd go with the [staff] who would accept [the FET LOW] quite easily and that would hopefully then give us the evidence needed to show the others that it was valued by the students and valuable to their studies. | FET LOW | Librarian | Driver to embedding | Evidence of library teaching success |
| ... we have done a bit of a review of some of the student feedback that we have received and so we showed [programme managers] some of those comments and I think they were surprised at how the students have taken it really well and enjoyed it I think, and felt they had learned something, so that had been quite useful. | FET LOW | Librarian | Driver to embedding | Evidence of library teaching success |
| When I inherited the Legal Method module, to an extent I inherited the relationship with the Library | FBL BLIS | Staff | Driver to embedding | Evolution of previous librarian teaching |
| ... since I started in my post ... 20 years ago, ... [the law librarians] have always been fortunate really to have been able to deliver our input in an embedded way, at a module level. So, right from the start there has always been a module within the Qualifying Law Degree Programme which has covered Legal Skills and this has been known by various names but ... essentially Legal Method. | FBL BLIS | Librarian | Driver to embedding | Evolution of previous librarian teaching |
| [The FET LOW] originally came from an engineering workbook that [the librarian] had been using with the engineers, ... which was a paper printed, literally, a workbook that they were given and [the students] had various exercises throughout ... it [then became] a Blackboard assessment, but still with the printed workbook... | FET LOW | Librarian | Driver to embedding | Evolution of previous librarian teaching |
| [The HLS Critical Appraisal course] was run by [a different module leader] for many, many years. As far as I know [the Library session had been embedded in that], certainly in recent years, I just basically took it over from him and ran it. | HLS PBL | Staff | Driver to embedding | Evolution of previous librarian teaching |
| ... the ... Legal information environment was changing format from print to electronic ... so it was a question of providing that support in a way that was more accessible and... my feeling was, well let's try and create something online, that becomes a bit of a one-stop-shop for the student to go to... | FBL BLIS | Librarian | Driver to embedding | External factors |
| ... an incremental shift into the electronic environment driven by changes in the Legal publishing ... meant there was more available online, [and] the need for us to be able to train the future Lawyers in the tools that they would use in practice. | FBL BLIS | Librarian | Driver to embedding | External factors |
| ... I think it was 1993 ... the launch of the Legal Practice Course, and it then being skills based, again provided opportunities for us as Librarians to get involved at an early stage, and the module again where we were involved, automatically was the Practical Legal Research Module ... [the students] had to include ... a really detailed research trail. it just meant another open door for us to be embedded at a module level ... at postgraduate level. | FBL BLIS | Librarian | Driver to embedding | External factors |

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| ... there are subject benchmark statements for Law which cover a huge number of different skills that Lawyers should have at the end of the academic stage and the professional studies stages, and what they spell out links directly into areas where we as Law Librarians would have input ... | FBL BLIS | Librarian | Driver to embedding | External factors |
| ... [the FBL librarians] are fortunate in that the [legal] professional body does make it a requirement on Law Schools to involve their Subject Librarians ... the professional input of the academic Law Librarian is valued and there is a real sense of that and I think on the Business side of our faculty, again we have a lot of professional accreditation and we have a huge range of professional databases which require specialist input and ... support and again I think we are fortunate in that respect... the opportunities to have some input are generally there ... we can come up with ideas and ... our colleagues are receptive to that. | FBL Crim | Librarian | Driver to embedding | External factors |
| Then talking with [the module leader], in fact that [idea] came from him, he said let's just give it some marks, let's make it assessed. | FBL BLIS | Librarian | Driver to embedding | Faculty staff initiation |
| ...it would have definitely been the [previous] module leader that approached the library for help. | FBL Crim | Staff | Driver to embedding | Faculty staff initiation |
| ... [the previous module leader] had very strong ideas about what the content of those sessions should be ... | FBL Crim | Staff | Driver to embedding | Faculty staff initiation |
| ... the driver [for embedding Criminal Law library teaching] was the appointment of a Lecturer to lead Criminal Law who came from a socio-legal background ... she was very, very, very keen on developing the students research skills, and saw the Crime module as a module that could build on the basics that they had acquired through Legal Method ... and build an assessment which required the students to apply their research skills in a more sophisticated way ... | FBL Crim | Librarian | Driver to embedding | Faculty staff initiation |
| ... the driver for getting us involved ... it definitely came from them, from the Faculty ... it was very much driven by the Module Leader. | FBL Crim | Librarian | Driver to embedding | Faculty staff initiation |
| Yes, yes, [the module leader] knew what she wanted and she was positively disposed towards Libraries and the Law Librarians, and she knew what they could offer and she could absolutely see where it would link into the curriculum.... | FBL Crim | Librarian | Driver to embedding | Faculty staff initiation |
| ... I think what we have found that if it isn't tailored, students don't perceive the relevance, staff don't perceive the relevance and it all became a bit poorly attended and pointless really, and a waste of time for everyone. | FBL Crim | Librarian | Driver to embedding | Improve student engagement |
| ... [approximately] one half of the students that could have come on the [previous library teaching sessions] with us did. So really [the FET LOW] was looking to see if we could get a better return rate on that ... | FET LOW | Librarian | Driver to embedding | Improve student engagement |
| ... [the students] just loved [PBL], they took to it so well ... they are used to working groups and doing a bit of peer learning and in fact they are probably used to doing PBL out in the curriculum...for them it was nothing new, they were perfectly onboard with it all, and yes, they really enjoyed the session and found them practical and relevant and really helpful for them in order to practice researching topics for when they went on to do their own dissertations. | HLS PBL | Librarian | Driver to embedding | Improve student engagement |
| I think the 'just in time' thing is really important and we are looking at how we can explore that a little more ... if [the student has] the assignment deadline in front of [them], I don't know, maybe it makes one more receptive? ... Yes, it feels more relevant. Yes, the timing is really important ... | HLS PBL | Librarian | Driver to embedding | Improve student engagement |
| I don't know if [staff] do [know about the option of involving the library], I think like I say with Level 2 and 3 there would just be an assumption that students should know it. | FBL Crim | Staff | Barrier to embedding | Lack of awareness |
| I would say [most staff in my department are] not [aware of the FET library online workbook]. | FET LOW | Staff | Barrier to embedding | Lack of awareness |
| I would say probably half [the staff are aware of what the library can offer them]. | FET LOW | Librarian | Barrier to embedding | Lack of awareness |
| So what I thought would be a good idea was to make our print resource book electronic ... and interactive, so that's what we did. | FBL BLIS | Librarian | Driver to embedding | Librarian initiation |
| ... I leapt on the opportunity that [the faculty librarian] had put out that there ... that [the FET LOW] was being developed, so I said I would be interested in using it. | FET LOW | Staff | Driver to embedding | Librarian initiation |
| So [the librarians] wanted to see whether or not we could make it an online workbook and make the whole thing virtual ... | FET LOW | Librarian | Driver to embedding | Librarian initiation |

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| We did liaise to a certain extent with academic staff but mainly around the subject of coming up with topics, I don't think there was any problem around introducing the PBL, I think that was all fairly accepted, but we did ask for [staff] advice as to what sort of topics would be good to get [the students] searching on. | HLS PBL | Librarian | Driver to embedding | Librarian initiation |
| ... because our faculty is very large and because of UWE's reorganisation into very large units, then it isn't as easy to have the personal relationship, our own office is not accessible to staff, so we have to find other mechanisms to get out and reach staff. University governance has meant that we don't see Module Leaders at many meetings these days ... | FBL Crim | Librarian | Barrier to embedding | Librarian/faculty staff forum |
| I do think the University governance almost works against us though in terms of building those relationships because we are not invited to the first line of meetings with students, those are the staff/student forums, we can be invited and request to go along, but it is so much better if we just get an invitation ... because we can then really have the informal engagement with the Module Leader ... so there are really very few places where we get to see Module Leaders in the formal structures. So more and more it is about us going out there and finding our own mechanisms for reaching them. | FBL Crim | Librarian | Barrier to embedding | Librarian/faculty staff forum |
| There is a whole bunch of staff, I don't even know who they are ... So I think there are a whole load of people out there who don't realise the sorts of things we can do for them, but the way they have structured themselves in that we have good communication with the Associate Heads of Student Experience, ... with Programme Leaders and then the occasional Module Leader ... and perhaps a few others but the regular teaching staff, I think, is the bit we just don't reach, we just don't see them, there aren't any forums for that meeting apart from standing in a corridor and hoping they come and talk to you. So that is the hardest part I think. | FET LOW | Librarian | Barrier to embedding | Librarian/faculty staff forum |
| ... All of the Library Law staff are very friendly, and very accessible and they have made it extremely easy to have the crossover ... | FBL BLIS | Staff | Driver to embedding | Librarian/faculty staff relationship |
| I have always had strong links with the Library anyway and of course have known [the faculty librarian] for a considerable number of years, so [embedding the library teaching] wasn't difficult. | FBL BLIS | Staff | Driver to embedding | Librarian/faculty staff relationship |
| ... and really [the module leader] was completely on board with that, there wasn't any issue at all. | FBL BLIS | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... if [the new joiner is] a Module Leader, if it is someone who is taking a management role in terms of leading a particular subject area, then [to build that librarian/staff relationship] we would try and target them a little bit more. We are trying to evolve things so they are more systematic ... we are seeking to ... target new Module Leaders through appropriate [welcome] emails to build a relationship to invite them to come and talk to us and invite them in at their convenience, ... really just [to] have that dialogue. | FBL Crim | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... [the FBL librarians] are fortunate in that the [legal] professional body does make it a requirement on Law Schools to involve their Subject Librarians, so we do have that professional body behind us, the professional input of the academic Law Librarian is valued and there is a real sense of that and I think on the Business side of our faculty, again we have a lot of professional accreditation and we have a huge range of professional databases which require specialist input and specialist support and again I think we are fortunate in that respect... the opportunities to have some input are generally there, I think we can come up with ideas and generally our colleagues are quite receptive to that. | FBL Crim | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| We started really by targeting the modules that had already been using the engineering workbook, but also those that had been calling us in regularly for face to face teaching. | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... a lot of the [relationships] we started with initially were relationships that had been established before my time and maintained, but I guess, when I was new to the team, I reaped the benefit of the work that had gone before. | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... [the faculty] were restructuring anyway ... so actually it was an opportune time that I was new too to fit in with whatever their new government structure was ... I said, 'Hi I'm new, I need to learn everything, can I come to this meeting ...?' ... [and] I've stuck and now we are just accepted as part of their management groups ... It helps us understand the whole context and the other issues they are dealing with so we can hopefully position the things that we have to offer to their benefit ... we can also put things on the agenda of these meetings and speak as an equal ... | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |

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| ... [at the faculty meeting] it was an opportunity then to say 'we've applied the Information Literacy Policy with the FET workbook ... but we have gaps ...', and ... the Associate Head there for student experience... invited us to a Programme Managers meeting where [the librarians] could then talk about the [FET library online] workbook and explain what it was and why it was useful, and ... have a debate with them about what skills they felt their students needed and whether or not this was something that might work for them, and we've come out of that with an agreement. | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... [When we ran the FET Librarians on Tour service] about 50% of the conversation we had were with academic staff, so we just stand in a [faculty] corridor, we are not in a room shut off, we did try that, it didn't work ... So that was just an opportunity to turn the conversation around and ask [staff] about their Library use or things that we could help them with. Quite often someone would say, 'I am so sorry, I never come to the Library' and it's like, 'well, yes, but you use our online stuff don't you?' 'Well, yeah, I suppose I do!' | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... that is really what our whole strategy this year is going to be about, approaching academic staff and how can we liaise better with them and show them what we can do to support them. | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... [the librarians now] have the target of trying to meet with every Programme Manager once a year and that is going to be interesting. | FET LOW | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... it was nice having the contact with [the librarian] as she had already worked with me, so I felt I had a friendly contact in the Library, I could just sort of ring up and say, '... can I digitise this chapter?' and ... everyone was so helpful, and made sure it got done on time, so I was very impressed ... | HLS PBL | Staff | Driver to embedding | Librarian/faculty staff relationship |
| ... the librarians ... all liaise with our programme teams and go to meetings and meet with the academic staff, you build up relationships ... | HLS PBL | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... There's going to be some sessions for new Modules Leaders ... I emailed the person who is organising them and said that the Library would like to be involved ... See, that sort of thing is really good when staff are new to UWE to get to know them. | HLS PBL | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| For adult nursing ... before a session in Year 2, we get the module team to come and have a refresher with us ... I think the people who come appreciate it, in a way it is a safe space for them to explore things that maybe they feel they should know about but haven't used for a long time as they haven't been studying for themselves ... so it is a kind of informal session over lunchtime. | HLS PBL | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| ... people do come to us and come to the Library, obviously they can contact us in a variety of different ways ... | HLS PBL | Librarian | Driver to embedding | Librarian/faculty staff relationship |
| Just knowing academics in general, I think, as so much is electronic now, if they can find the papers they want electronically, then they perhaps don't have so much contact with the Library, because there is less need to. | HLS PBL | Staff | Barrier to embedding | Librarian/faculty staff relationship |
| We pick up some [information about new joiners] through starters and leavers emails, general corridor conversations, I wouldn't say we are that systematic about it yet, again, I think there is an aspiration. | HLS PBL | Librarian | Barrier to embedding | Librarian/faculty staff relationship |
| ... it has taken years to build up that kind of relationship. | HLS PBL | Librarian | Barrier to embedding | Librarian/faculty staff relationship |
| ... one of the big reasons [not to embed library teaching for] Module Leaders would be just that we need to organise ourselves in advance and ... [time] gets eaten up ... you have to think about it really in advance, and I think the big barrier to that is workload and time ... | FBL Crim | Staff | Barrier to embedding | Staff time and workload |
| I would say the big barrier too it is the fact that we've had our programme chopped around, and it had caused a huge amount of work for people to re-vamp modules that were previously functioning and all the changes that have been pushed through in the last couple of years, all have a knock on effect on workload. It wouldn't be because people wouldn't want to. | FBL Crim | Staff | Barrier to embedding | Staff time and workload |
| [Faculty staff] don't seem to use their Outlook calendars in the way that we do, actually suggesting times is ... difficult ... There are some [staff] they agree with [library teaching] in principle ... but can I tie them down? It is really hard and takes a huge amount of effort on our part to make that happen ... there is lots of willingness but not much organisation ... I need to be more persistent. | FET LOW | Librarian | Barrier to embedding | Staff time and workload |
| ... it takes a while to get to know the staff and really get the sessions well embedded. There are some programmes where it is not so well organised and people will ask for sessions at rather short notice, in which case it is a bit more difficult to get anything up and running. | HLS PBL | Librarian | Barrier to embedding | Staff time and workload |

15. LIST OF ABBREVIATIONS

ACE Arts, Creative Industries and Education

ALL Academic Liaison Librarian

BLIS Building Legal Information Skills

CAP Curriculum Approval Panel

FBL Faculty of Business and Law

FET Faculty of Environment and Technology

HLS Faculty of Health and Life Sciences

IL Information Literacy

LoI Level of Impact

LOW Library Online Workbook

PBL Problem-based Learning