



Library and Learning Support Services:

ANNUAL REPORT 2018/19



Library and Learning Services



UNIVERSITY OF SURREY



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The department of Library and Learning Support Service (LLSS) supports University strategies for Education and Research through the provision of distinctive collections and content, innovative and inspirational spaces and sector-leading and accessible services that enable students and researchers to engage confidently and creatively with the learning and research opportunities available to them. Underpinned by our commitment to inclusive approaches to academic and personal development, we ensure that all can fulfil their potential.

Engagement and enhancement

- In addition to increased levels of formal engagement with academic staff over service effectiveness students have contributed directly to a 'Study Success Fair' and as 'Guest Curators'.
- Informal feedback campaigns 'Christmas Wishes' and 'Love your Library' provided valuable feedback.
- Student satisfaction (via the NSS) has dropped to 87%, explained by concerns with insufficient access to study space.

The Library as study space

- The refurbishment project of Summer 2018 delivered an additional 163 study spaces, two training rooms and vastly improved access to disability and academic support services.
- 2018/19 saw the highest ever number of visits in one day: 9,284, with levels of occupancy regularly reaching a peak of 78%-80% during the exam period.

Information resources

- A budget of £3.9m, and data-informed decision-making, allowed for the continuation of required journal subscriptions as well as the addition of new titles, despite inflation.
- A report on the 'personal digital text' initiative was viewed favourably by ULTC, though significant funding would be required to enable more significant adoption of the model.
- Reclassification initiatives have improved the 'discoverability' of hard-to-find collections.

Learning Development

- Curriculum embedded support for the development of academic skills has grown significantly with particular success with the introduction of the Foundation Year programmes.
- Requests for one-to-one appointments have increased by c.10% to 1,487.
- New approaches to the provision of one-to-one support (Learning Cafés) have been introduced, made possible by the creation of the Learning Development Zone.
- Maths and Statistics service has been introduced.
- Support for widening access 'outreach' and 'in-reach' as included: leadership of the In2 Surrey scheme and support for mature learners.
- Partnership with students, purposefully at the heart of initiatives, has been successfully trialled with the development of a Peer Assisted Writing Scheme.
- The team have been key contributors to discussions on innovation and inclusivity in pedagogical practice and curriculum design.

Disability and Neurodiversity

- The Additional Learning Support service has been renamed Disability and Neurodiversity.
- The numbers of students declaring a disability continues to rise, with 10.74% of students declaring a disability in 2018/19. Students declaring autism have more than doubled in five years and those with a mental health condition having increased by 3.5 times.
- Staffing has been increased by 2 FTE and the Non-Medical-Help roles are now employed directly by the University bringing added advantages in terms of commitment and wider contribution.
- A review of Departmental Disability Representatives has been undertaken, with recommendations concerning responsibilities, recognition and development being made to ULTC.
- Increased access to the service has been achieved with the introduction of daily Drop-in sessions.



1 | LLSS Aims

The department of Library and Learning Support Service (LLSS) supports University strategies for Education and Research through the provision of distinctive collections and content, innovative and inspirational spaces and sector-leading and accessible services that enable students and researchers to engage confidently and creatively with the learning and research opportunities available to them. Underpinned by our commitment to inclusive approaches to academic and personal development, we ensure that all can fulfil their potential.

2 | Engagement

Ensuring that the department anticipates and delivers relevant, effective and timely services is dependent on effective engagement with stakeholders (students, academics and other professional services staff).

2.1 Engagement: academic staff

2018/19 saw continued development of approaches to engagement as well as increased levels of activity. In terms of formal engagement with faculty, attendance and active participation in Boards of Studies, Staff Student Liaison Committees and Faculty Learning and Teaching and Research committees all increased from the previous year.

In addition, the now established Departmental Action Planning (DAP) cycle, conducted with Heads of Schools and Departments and other key staff, has allowed for formal review of the previous year and planning for the year to come. The DAPs include jointly agreed actions in the areas of student experience, teaching, learning and research. This year saw the team achieve 100% coverage across all departments and faculties.

In addition to formal approaches, the Faculty Engagement team more than doubled the number of meetings with academics throughout the year, with over 244 one-to-one appointments. The purpose of meetings ranged from: supporting information resource requirements, the provision of learning development opportunities and support for research.

Activity	No.	% Change
Boards of studies	101	40
Staff Students Liaison Comms.	53	15
FLTCs	18	29
FRCs and Fora	11	100

Table 1: Formal engagement activity



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2.2 Engagement: students

In addition to engaging formally and regularly with students over course and learning related issues, 2018/19 has seen a range of activities developed in partnership with students and for the benefit of their fellow students. Highlights include:

Study Success fair: working in partnership with the University of Surrey Students Union (USSU), in October 2018, LLSS hosted a Study Success Fair. Centred around the themes of exams, coursework, support with learning and wellbeing, the student-centred activity brought together services that support students throughout the academic journey. Teams contributing to the event came from across the university and included Disability and Neurodiversity, Academic Skills and Development, the Centre for Wellbeing, Employability and Careers and Student Services and Administration. The event received very positive feedback.

Student Curator: the Student Curator project, which encouraged students to explore and present self-selected areas of the Library collections, aimed to celebrate diversity. The project showcased and promoted the Library's current collections both through a physical display in the Library and via social media channels to the wider community. Access to a small dedicated budget also provided the opportunity for the student curator to add to the collections by purchasing items.

Topics chosen for 2018/19 were: Black History, LGBTQ+, Disability awareness and Heathy Study. With the Student curators taking the lead, a small library project team has helped with: curating displays, both physical and virtual, showcasing their discoveries, exploring different learning tools and by making recommendations for purchase (c. 200 items were added to the collections and 4 new student-led reading lists were created). The project has been presented externally and has received much interest from the library and HE community.

3 | LLSS Aims

3.1 Student satisfaction

In August 2018 the National Student Survey (NSS) score for library services saw a further decline, though, at 87%, it remained the third strongest scoring area for the University. Analysis of the comments suggests that, while few subjects indicate concerns with information resource provision, the reduced satisfaction of undergraduate students is most likely to be explained by insufficient access to high-quality study spaces. These concerns were also voiced by respondents to the Postgraduate Taught Experience Survey (PTES) though, for this community, the score of 87% for 'subject resources' was 2% above the sector benchmark. [Some of the work to address the space concerns is referred to in section 4 below.]

As for the postgraduate research students (PGRs), 2019 saw a 1.2% decrease in overall satisfaction with Library provision also to 87%. However, notably, general satisfaction with 'resources', of which library provision is one of three dimensions, is still higher than the sector as a whole (3.7%) and the Russell Group (2.4%).

With access to library-based study space not featuring as a concern for PGRs, enhancement activity has focussed on engaging with students and researchers to identify and address any gaps in access to information resources.

3.2 Feedback campaigns

In addition to national surveys, LLSS uses a variety of informal approaches throughout the year to gather feedback on services. Amongst these the "Christmas Wishes" campaign resulted in over 350 comments on many aspects of student experience with headlines being: concern over exams and assessments, the library environment (temperature, toilets etc) and food and drink across campus.

Focussed specifically on the Library, the "Love your Library" Valentine campaign collected feedback about new study spaces: responses indicated that the most popular area of the library was the refurbished Level 4 (Group Study) followed by Level 3.



3.3 The customer experience: Single Service Point

In common with developments across the University, and as a direct consequence of the relocation of all LLSS student-facing services to Level 1 of the building, in 2018/19, LLS has embarked on a project to enhance the customer service experience through the introduction of a Single Service Model. Interactions between operational teams have been streamlined,

an enquiry management system implemented, booking processes reviewed, a review of staffing models and roles undertaken and a programme of training and development introduced to support the changes. Towards the end of the year, with the establishment of The Hive, the LLSS customer services team have also been involved in establishing complementary processes and sharing experiences and knowledge; this collaborative work will continue into 2019/20.

4 | The Library as Study Space

The Library building continues to be at the heart of the student experience providing a welcoming, high quality and fit for purpose study environment.

At 1,250,661, the total number of visits to the Library for 2018/19 represents a small decline of 1.6% compared with 2017/18. However this is explained by lower numbers of visits in the first four weeks of Semester 1 due to the disruption of the refurbishment programme. Subsequently 2018/19 saw the highest number of visits recorded in one day (i.e. 9,284 during the Semester 1 assessment period) and occupancy levels peak in May 2019 with 78% of the 1,700 study spaces occupied.

4.1 Refurbishment

In Autumn 2018 phase 3 of the Space for Thought refurbishment project, undertaken between July and October 2018, delivered: 163 additional study spaces; upgrading of a further 300 spaces; completion of the transfer of all collections into mobile shelving; a suite of eight consultation rooms; two flexible training spaces seating 60; and the relocation of Academic Skills and Development and Disability and Neurodiversity teams into the vastly more accessible new Level 1 Learning Development Zone. Feedback from both students and staff has been very positive.

“ In my late 1960’s and early 1970’s childhood, we somehow imagined the 21st century might look... just like this. Now I get to teach in it. ”

“ I really like the gradual, but steady modernisation efforts of the LC every year, making me feel that the Uni listens and respects our feedback. ”

UG Mechanical Engineering

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4.2 Library+

In order to further relieve the pressure on space in the Library, LLS again led a collaboration with Timetabling, Catering, Estates, Marketing and Security to offer, via the Library+ scheme, 150 additional study spaces in AC03. As in 2017 /18 the scheme ran twice, in both the January and June exam periods, with peak occupancy reaching 100 spaces.

4.3 Managing study space: initiatives

Despite the increase in study space, pressure on space remains high and it has been important to actively ensure that use of the space is appropriate. Initiatives have included: providing a dedicated space (on Level 5) for final year students during the exam period; offering a 'Find-a-seat' service, staffed by Student Ambassadors

during the busiest period; and the #FairSpaceForAll campaign which empowered students to make use of seats which had been inappropriately reserved.

4.4 Laptop loans

In the light of the extent of use of the loanable laptops a further 48 devices were introduced in Autumn 2018 bringing the total available to 144. In addition, at the end of the year the LLLS approach was extended strategically to provide laptops at the new Manor Park location for the School of Health Sciences. Usage of the Library-based devices across the year has been unpredictably low, possibly due to the delayed availability of the devices together with their relocation to a less visible location, so it will be important to monitor whether this solution continues to be desirable and viable in 2019/20.





5 | Information Resources

5.1 Budgets

Expenditure on information resources to support learning, teaching and research in 2018 /19 totalled £3,908,491. When benchmarked with the HE sector the University currently ranks 29th for expenditure on information resources, with most of the higher ranked institutions being members of the Russell Group (Appendix 2).

The figure of £3.9m represents a 5% increase compared with expenditure in 2017/18 and was sufficient to cover expected inflation on journal expenditure which was £3,544,850. Expenditure on books (text books and monographs) was £363,641, a reduction of 21% compared with the previous year. This reduction is due principally to a revised approach to provisioning reading list material. Historically the Library has purchased all material appearing on reading lists. However, with analytics showing little or no use being made of some 'recommended' items, a revised approach through which access to content is only charged for once the catalogue record has been clicked on, has led to an informed reduction in the costs of supporting reading lists. A detailed analysis of this pilot is being undertaken, but it is envisaged that this model of acquisition will continue.

5.2 Personal digital texts

Further to the pilots conducted in 2017/18 Library budgets for 2018/19 did not include provision to support personal one to one provision of core textbooks. However, recognising the value both pedagogically and reputationally of providing guaranteed access to core content, the School of Biosciences have continued with the model at their own expense. In the course of the year the University Learning and Teaching Committee endorsed a recommendation that the approach could be used selectively. It is therefore hoped that the model will see wider adoption.

5.3 Collection and content development

Although information resource budgets in 2018/19 allowed only for inflation rather than net growth in collections, active management of the collections, informed by usage data, has allowed for the acquisition of new information resources as subscriptions to less relevant material expired or were cancelled. Key digital resources added to the collection are detailed in Appendix 3. In addition, acquisitions include a significant number of music scores so that the collection includes all West End and Broadway shows over the past 5 years, and, in support of student wellbeing, a collection of audio books, both non-fiction and fiction.

5.4 High Demand collection

The High Demand Collection (reference only) originally created with 557 items has grown to 1033 items this year. The aim of the collection is to maximise student access to core reading material not otherwise available digitally. The busiest usage month for the High Demand Collection area was in May with 2,336 visits.

5.5 Discoverability

Reclassification: Historically Library collections were classified using the UDC classification scheme. However, for many years now stock has been classified using Dewey Decimal Classification scheme. In the light of feedback about difficulties finding material with the UDC shelf-marks, a project to retrospectively re-classify existing stock began this year. With priority being given to material on reading lists approximately 2400 titles have been re-classified by library staff over the year; a further 9,047 titles were re-classified over the Summer 2019 contracted out to Backstage Library.

Shakespeare collection: the classification of the Shakespeare collections of plays, criticisms and other works about Shakespeare (c. 3000 items) has been revised in order to improve discoverability.

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Vocal scores collection: in the light of feedback from performing arts students, the catalogue records for the Vocal scores collection have been enhanced, again, to aid discoverability.

National Bibliographic Knowledgebase: July 2019 saw the launch of JISC Library Hub Discover, a new service to bring together the library catalogues of major

UK and Irish libraries in a single search. This service replaces Copac and SUNCAT. Significant work was undertaken in order that the University's library holdings could be uploaded into the service and the collections made more widely discoverable.

6 | Learning Development

The relocation of Learning Development (Academic Skills and Development (AS&D) and Disability and Neurodiversity (D&N) teams to a shared, bespoke and prominent space on Level 1 of the Library has consolidated the work of the teams, increasing collaborative activity between the teams and serving as a catalyst for trialling new initiatives to optimise student engagement. These have focussed on establishing partnerships with learners, encouraging their active participation in learning development and offering opportunities to enhance personal and professional attributes.

requirements. Such Interactions are evidence-based, employing pedagogic approaches such as utilising playful learning using Lego Serious Play, use of case studies, authentic assessment and flipped learning.

The collaborative model employed (dialogue, co-design, co-delivery) ensures that such activity is always subject-contextualised and often aligned with 'live' assignments, ensuring that the relevance of coverage is always clear and learning is scaffolded.

Examples of some of the innovative approaches adopted in in-curriculum learning development include:

Activity	2018/19
FASS	69
FEPS	83
FHMS	100
Foundation FASS	54
Foundation FEPS	51

FASS: two newly developed sessions exploring the concept of leadership and encouraging dialogue and reflection on multicultural and global leadership theories and perspectives using adapted Lego Serious Play methodology; these were collaboratively designed and facilitated by faculty lecturers and a Learning Development Advisor and Librarian from AS&D; feedback from both staff and students was very positive.

FEPS: new undergraduate and masters Computer Science sessions designed to support students making a meaningful start on organising their final year projects/ dissertations; these were collaboratively developed with faculty teaching staff and employed flipped classroom and 'interactive learning lab' approaches to engage participants.

Table 2: Curriculum-integrated learning development sessions

6.1 Curriculum-integrated Learning Development

The AS&D team continued to prioritise opportunities to work with faculty staff to develop innovative and interactive learning development experiences contextualised to specific programme and module

“ We had some great compliments about how helpful and useful your sessions were in my MEQ, so thank you so much. ”

Veterinary Sciences Undergraduate tutor

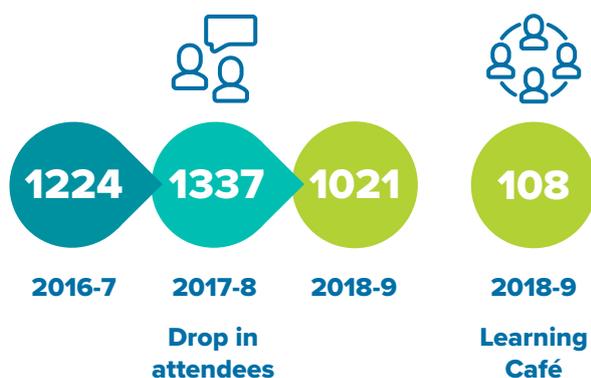


FHMS: a masters session for Biomedical Science involving a range of activities aimed at developing team work, leadership, presentations and networking skills for a diverse cohort of students; co-developed and co-delivered with academic staff, one whole-day session focused on teamwork and leadership concluding with a verbal presentation which was assessed by a staff panel; a second half-day session on time management related to their research and was followed by the importance of networking which culminated in the students applying these skills at a research conference the following day.

6.2 Centrally delivered support

6.2.1 Drop-in sessions, appointments and workshops

Provision of drop-ins and appointments to consolidate students' development of their academic skills continue to be popular with students. Changes made to location and service name may have impacted on uptake at drop-ins at the start of the 2018 academic year, although throughout the year there has been an increase in requests from students for one-to-one appointments with 1,487 in 2018/19 compared with 1,351 in 2017/18.



Opportunities for active learning interactions in one-to-one settings has been enhanced through the design of the new learning environment which provides students with computer access enabling heuristic and participatory learning opportunities. These supplementary learning development experiences have evolved with the successful pilot of more flexible 'Learning Café' approaches (see 6.4.2 below) during the drop-ins period in semester 2.

Drop-ins have been complemented by the Open-to-All Workshops, a programme which has continued to evolve to respond to student needs at significant points in the study lifecycle. Workshops have addressed issues relating to final year study and targeting students returning from placement year.



6.2.2 STARS (Surrey's Top Achievers Recognised & Supported)

60 students engaged with the STARS programme (Surrey's Top Achievers Recognised & Supported), with an average of 7 hours engagement per student. The programme is in the process of being redefined to provide more in-depth and sustained partnership opportunities to students. A primary activity was the development and delivery of a 'Live Escape Room', a resource created by students for students, in partnership with members of AS&D. As a result, a book chapter has been submitted for the forthcoming DHE publication on Student-Staff Research Partnership Projects.

6.2.3 Surrey Undergraduate Research Journal

Two issues of SURJ were published during 2018-19, providing opportunities for the undergraduate authors of the seven papers to produce work to a publishable, fully peer-reviewed standard.

The research project, funded by the FASS Innovation in Teaching and Learning fund, 'Assessing the impact of publishing in SURJ on the authorial voice

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of undergraduate authors in FASS', has been completed and the results have been presented at Surrey Excites and two international conferences.

The feedback from undergraduate student authors has been overwhelmingly positive, commenting that SURJ has helped to develop their writing and organisation skills, confidence and authorial voice. There has also been external interest in the journal with editorial team now advising the University of Sussex and Edinburgh Napier University on how to set up such a publication.

6.2.4 Online study advisory resources

24/7 access to AS&D continues to be enhanced through the development of study advisory resources. To date AS&D has created 50 online resources, ranging from written documentation to interactive and instructional videos. Several resources have been produced collaboratively with Disability and Neurodiversity, tapping into their specific disability-specific expertise, and enhancing resource accessibility. During the course of 2018-9, there were 5,500 views of 40 of the resources.

The team have also started working with new technologies available to them, such as Zoom and articulate Storyline; the implementation of Zoom conferencing has allowed AS&D to meet students in teams or one-to-one in a virtual way, extending the availability of the service to students on placements and overseas.

A significant achievement this year in response to both learner and institutional needs is the development of online and interactive guidance for both staff and students on Academic Integrity and using Turnitin.

6.3 Widening Participation, 'In-reach' and Outreach

The team continued to support and develop initiatives aligned to the University's 'outreach' and 'in-reach' priorities.

6.3.1 In-reach activities

In2Surrey: AS&D staff delivered an academic skills workshop as part of a pre-entry day for In2Surrey students who enrolled in September 2018.

This was followed by an In2Surrey support programme offering a range of academic skills workshops.

Two collaborative workshops were delivered by AS&D as part of the programme.

Sprint: Sprint is a 4-week programme for female undergraduates. The programme prioritises places for students from WP backgrounds and is designed to increase confidence, sense of belonging in the academic environment, raise aspirations and provide opportunities for networking. The programme ran twice during 2018-9 for a total of 32 students. Although a good number of participants attended the first programme, the numbers increased for the second (due to marketing tools available - direct student email). BAME students represented over 50% of the participants for both cohorts (63% autumn programme/53% spring programme).

Revision Skills Workshops: in the light of concern at the differential in exam performance between former A-level and former BTEC students, bespoke workshops for FASS were offered to all first year UG students in programmes in Hospitality, Tourism and Business with an aim of attracting BTEC students. Although BTEC students are not a WP category, there were opportunities to address cross-sectional groups and reach students who might identify as from a low socio-economic background and/or BAME students. 95% of participants agreed or strongly agreed that their knowledge of memory and revision techniques had increased through attending the sessions, and 75% of participants reported confidence in being able to apply what they had learned when revising for examinations.

Mature Learners' Pre-entry Day: In September 2018, 69 students attended a Mature Learners' pre-entry day designed to equip them with a better understanding of the social, academic and study aspects of university. Sessions designed to prepare mature learners to commence their programmes of study were developed in collaboration with various support services and academic departments. 92% of students (n=49) said that after the event they 'have a better understanding of the key academic skills needed to transition to university'.



6.3.2 Outreach activities

The department continued to support University Widening Participation and Outreach (WP&O) 'outreach' initiatives. Members of the team were engaged in the provision of academic and study skills sessions to years 8-13 students for the following WP&O programmes: University Days, Year 10 sustained programme and Extended Project Question (EPQ) programme. The team were also involved in delivering innovative learning activities at a STEAM fair which brought together university departments and resources to show how STEM subjects can work with Arts subjects and do so in the real world and Summer Schools. Learning Advisers also delivered embedded revision and exam skills sessions to Kings College School in Guildford to Year 10 and 11 students.

In2Surrey: the department continues to be involved in the design and oversight of assessment. SurreyLearn was used for the first time this year to mark the assignments and AS&D staff led the related staff training.

6.4 New developments and initiatives

6.4.1 Peer-assisted Writing Scheme (PAWS)

The PAWS scheme, developed in partnership with students, was introduced to meet the dual objective of providing academic writing support whilst also offering opportunities for final year students to develop mentoring skills. The programme was piloted in semester 2. Mentors were selected following a rigorous procedure: application form, tutor recommendation, interview and successful completion of training. A total of 35 mentees enrolled with 18 mentors. A maximum number of 3 mentees were allocated to each mentor.

Evaluation, using data from online surveys and focus groups demonstrated the positive impact and value of the scheme. The pilot will be extended into 2019/20, tripling the number of participants, and with a key aim of assessing the viability of significantly scaling-up the scheme in 2020/21.

6.4.2. Learning café

A Learning Café model of one-to-one support has been piloted during Semester 2 complementing the drop-in service offerings. The model was introduced to encourage more active student participation in one-to-one interactions moving away from a perceived transactional nature of traditional drop-in sessions. To enhance the appeal of the events, and promote learner equity between staff and students, refreshments are provided.

The Learning café approach has enabled AS&D to respond to students' concerns at point of need. Themes have included: dealing with exam results, collaboratively facilitated with colleagues from Disability and Neurodiversity, literature searching, dissertation / final year projects preparation and revision and exams. Blended and varied approaches to delivery and facilitation proved popular with participants.

Assistance from Student Ambassadors again provided a peer approach to establishing student 'learning' needs. An in-depth evaluation has been undertaken using focus groups feedback from staff, student ambassadors and student mentors. The outcomes have been overwhelmingly positive with 100% of the 79 respondents affirming that they 'have a better understanding of their learning goal' and 99% affirming that that they 'feel more confident applying their learning goal to their work'.



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6.4.3 Maths and Statistics Advice

In anticipation of the formal establishment of a Maths and Statistics service (Summer 2019) interim Maths and Statistics support was introduced in semester 2. Students were able to drop-in for advice about maths and statistic development needs in the specially dedicated space on the first floor of the Library. The interim service swiftly gained popularity and frequently ran at capacity, with particular pressures coinciding with final project deadlines. Approximately 250 students accessed the drop-ins during the semester. Feedback from students was very positive from the outset, with students emphasising how much they felt they had learned from the interactions. The work undertaken to make the service available to every student at Surrey, and imminent expansion of the service, is a long-awaited and significant institutional development.

6.4.4 Student-Staff Research Partnership Projects

As evident in this report, student-staff partnership working has been core to the development and delivery of services in 2018/19. This has been recognised at institutional level with several members of AS&D receiving an award from Professor Jane Powell, Vice Provost Education, for their contributions to the first round of Student-Staff Research Partnership Projects at the University of Surrey, coordinated by the Department of Higher Education. All participants have contributed to forthcoming book chapters: 'Escaping the norm of student-staff partnerships' and 'Building knowledge and learning communities using LEGO® in Nursing'.

The chapters draw on the experience of the STARS programme (6.2.2 above) and on a collaboration between student researchers and faculty teaching





staff in the School of Health Sciences. The project focussed on engaging final year Child Nurses in deeper, critical and holistic thinking for their assessments, and on final year Adult Nurses in the Personal Tutorial Groups system in order to aid dialogue around dissertation anxieties and expectations.

6.4.5 Employability Award

Two Reflection and Peer Feedback workshops and associated resources were developed and facilitated by the team, in support of the Employability Award pilot run by Employability and Careers. The team have now been asked to help to roll out and upscale the programme for the forthcoming academic year.

6.5 Pedagogy, innovation and supporting institutional change

Pedagogic approaches employed by the AS&D team are research-informed, drawing on a range of fields including current developments in student learning development, transitions, information literacy and wider learning and teaching. Members of the team are actively engaged in research which informs service provision and is shared with learning communities at both internal and external events.

Core to modern Learning Development practices is the importance of ensuring that students have good learning developmental experiences in the curriculum, hence the emphasis on the importance of embedded learning development, above, but additionally exploiting opportunities to share practice with, and advise, colleagues across the institution. All contribute to a strong 'developing the developers' philosophy.

6.5.1 Inclusive Learning and Teaching and Curriculum Change

Recommendations for curriculum-centred inclusive and student-centred learning and teaching were completed and submitted to the Curriculum Design Review Steering Group and discussed at its June 2019 meeting; these recommendations will feed into the plans for Structured Support for programme teams undertaking curriculum review.

6.5.2 Foundation year embedded Learning Development

The embedding of Learning Development Teaching Fellows as part of the programme teaching teams in both the FASS and FEPS strands has contributed to the success of these new Foundation Year programmes. This sector-leading strategic approach has allowed for the Teaching Fellows in Learning Development to take to new levels the integrating of subject-bespoke academic, personal and professional learning development opportunities within core curricula. The successful implementation of this model has subsequently been replicated in the FHMS Foundation schemes for Health Sciences and Biosciences for the forthcoming academic year.

6.5.3 Supporting practice and pedagogy

Engagement with the learning and teaching community across the University continues to flourish with the involvement of staff from AS&D and various disciplines in the team's monthly Practice and Pedagogy sessions. These highlight the collaborative nature of the work of AS&D and provide the opportunity for staff to introduce new areas of research as a starting point for further development with staff across the University. Similarly AS&D staff have contributed to the Department of Higher Education's CPD and mentoring programmes. (See Appendix 5 for details).

6.6 Evidence- based approaches

Research activity during the year has included:

6.6.1 Perceptions of Learning Development and EAP (English for Academic Purposes) at Surrey:

a project jointly run with Literature and Languages.

6.6.2 Writing Beyond the University: Fostering Writers' Lifelong Learning and Agency: a two-year multi-institutional project supported by the centre for Engaged Learning at Elon University (USA) to address writing in contexts beyond the university and how students can be supported to transition successfully to those contexts.

7 | Additional Learning Support (ALS): Supporting our disabled students

7.1 Disability and Neurodiversity

The university's disability service, formerly known as Additional Learning Support (ALS), was renamed in 2019 as Disability and Neurodiversity to more accurately reflect the role of the service, providing expert advice to disabled and neurodiverse students and applicants as well as to staff across the university. Over the course of 2018/19 the service has both expanded its staffing and adopted a broader remit to further enhance the support available to disabled students.

7.2 Disability data:

	2014-5	2015-6	2016-7	2017-8	2018-9
All students	14,094	15,280	15,719	16,828	16,900
Aspergers / Autistic Spectrum Disorder	60	64	83	98	129
% of all students	0.43	0.42	0.53	0.58	0.76
Blind / Partially Sighted	20	19	18	14	15
% of all students	0.14	0.12	0.11	0.08	0.09
Deaf / Hearing Impairment	31	37	37	37	42
% of all students	0.22	0.24	0.24	0.22	0.25
Mental Health Condition	128	177	266	342	468
% of all students	0.91	1.16	1.69	2.03	2.77
Specific Learning Difficulty eg Dyslexia	583	624	642	713	740
% of all students	4.14	4.08	4.08	4.24	4.38
Physical Impairment / Mobility Issues	59	63	72	73	70
% of all students	0.42	0.41	0.46	0.43	0.41
Multiple Disabilities	35	40	50	64	68
% of all students	0.25	0.26	0.32	0.38	0.40
Long Standing Illness	132	144	168	187	190
% of all students	0.94	0.94	1.07	1.11	1.12
Disability Not Listed Above	77	90	97	96	93
% of all students	0.55	0.59	0.62	0.57	0.55
Grand total disability	1125	1258	1433	1624	1815
% of all students	7.98	8.23	9.12	9.65	10.74

Table 3: Disability figures (total institutional, 'snapshot' at 1 Dec each year)



Learning Support Agreements created between 24/09/18 and 29/05/19	468
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Table 4: Learning Support Agreements

The statistics show that the number of students disclosing a disability continue to rise year-on-year with the number of students declaring autism having more than doubled in the past five years and those declaring mental health conditions being more than three and a half times the figure five years ago.

7.3 Staffing

2018/19 has seen an increase in staffing in the team which has enabled the service to provide more one-to-one Non-Medical Helper (NMH) support in-house. A new Manager joined the team in January and two team members were successfully recruited into two new Senior Adviser positions. Due to a vacancy being created in the team, an opportunity was created to review the role and create a new post of Disability Mentor-Adviser (autism); an autism specialist (who is recognised by the National Autism Society as an Autism Champion) has recently joined the core team. The service is currently recruiting into its remaining vacancies and hopes to be fully staffed by December 2019/ January 2020.

“ I would like to start by expressing my gratitude for all the support I have received from DNS since I arrived at University. You have been extremely helpful, so thank you. I have particularly appreciated the mental health workshops. ”

7.4 Activities

7.4.1 Early induction programme

The 2018 Early Induction for students with autistic spectrum conditions saw the highest number of attendees to date – 24. The partnership with Widening Participation and Outreach initiated in 2017 was continued resulting in a comprehensive induction

event over three days with the support of 6 Student Ambassadors. There was closer collaboration with USSU and a mini Freshers’ fair was added to the schedule. A couple of returning students, who had attended the early induction event in a previous year, supported the event by talking to attendees about their experiences and how they have settled into the university.

7.4.2 Workshops

D&N facilitate two weekly workshops – one for autistic students and the other for students with mental health issues.

Autism workshop: This was the second year of running this group and several changes were introduced. The group secured £700 of WP funding which covered the costs of activities and trips.

Initially established for first years, in its second year, the group was broadened out to offer support to autistic students in any year, creating a peer-support element with returners not only benefitting from accessing ongoing support themselves, but being able to offer support to new students.

The duration of the session was doubled to two hours enabling the staff to offer a more formal first hour, with scheduled activities, and an informal second hour with a social focus to encourage group cohesion. This was so popular that some of the students attending initiated a student-led film group which ran every week after the workshop. 8 – 15 students attended weekly.

Mental health (MH) support group: In the third year of running the MH group was, for the first time, promoted across the library to any student experiencing low mood and anxiety, thus making it more inclusive; a formal diagnosis of an MH condition no longer being a pre-requisite to attend.

The group received £400 of WP funds towards activities. Based on student feedback, the student-led activities, included sessions on anxiety and time management, mindfulness techniques, improving social skills, craft activities, goal setting and revision and presentation techniques. 5 – 9 students attended weekly.

7.5 Non-Medical-Help (NMH) support

In 2018/19 eight non-medical helper staff were employed on university part-time, term-time contracts equating to 3.0 FTE. They provided DSA-funded, and contingency-funded, specialist mentoring for autistic students and students with mental health conditions, as well as specialist study skills tuition for students with SpLDs and autism. This increased the capacity to provide in-house support thus improving students' ease of access to support and enabling the service to ensure and monitor the quality of the support provided. The NMH service successfully passed the DSA-Quality Assurance Group annual audit and within the period audited (1/3/18 – 28/2/19), 2,138 hours of NMH support were provided. Regular practice review and CPD events were organised for the NMH staff and students regularly reported high levels of satisfaction.

“The workshops have helped to build my confidence, make friends and truly feel at home at uni”

“the workshops have made sure that I know where to ask for help when I need it as well as giving me more confidence to engage with services”

“I want to thank you all for the 1-1 support you have all given me during my time at Surrey, and without you all helping me to get where I am now, I probably would have had to re-evaluate my life!”

7.6 Accommodation, parking and mobility scooters

The number of applications for preferential accommodation increased significantly exceeding 300. Students whose requests were supported were able to move into accommodation that addressed their

disability-related needs ensuring that their living spaces did not create a barrier to engaging with their studies. The team also continued to process requests for parking permits ensuring disabled students, who were not blue badge holders but needed to park on campus to successfully engage with their studies, were able to do so.

Following on from the purchase of an electric mobility scooter in 2017/18, a second scooter was purchased. The University of Surrey's estate can be very challenging to navigate for mobility-impaired students so the provision of scooters for students to have on loan has proved a great success. Two final year students reported that if they hadn't had access to the scooters they believed they would not have been able to complete their degrees.

7.7 DDC review

A comprehensive review was conducted into the role of Departmental Disability Co-ordinators (formerly referred to as Departmental Disability Representatives, DDRs). Historically DDRs liaise with the Disability and Neurodiversity team on various matters relating to the support provided, and reasonable adjustments made for, the University's disabled students. The investigation revealed significant variation in how the role is perceived and undertaken, with many DDCs feeling that they could be better supported in the role. Several recommendations resulted from this review including:

- (i) better defining of the responsibilities of the role with adoption of institution-wide terms of reference;
- (ii) setting up of a programme of training and development and the creation of a forum for sharing practice and discussing issues related to the work;
- (iii) a commitment from all departments and schools to consider appropriate workload allocation for those undertaking the role.

Recommendations (i) and (ii) were supported by ULTC in April 2019 with recommendation (iii) currently being under further consideration at Executive Board level.



7.8 Inclusion work

Due to the impact on staffing and recruitment of the University’s Continuous Improvement Programme there was limited to scope to progress the work around disability-specific inclusion at a strategic level; this has been carried forward as a key priority for 2019/20. However, members of D&N have contributed to the following inclusion focussed activities and contexts: curriculum-focussed recommendations on inclusive learning and teaching; the Access and Participation Plan for 2020/21; the Disability and Access Strategy Group; and the Wellbeing Strategy Group.

7.9 New initiatives in 2018/19

Drop-in: in response to students’ requests for easy and quick access to D&N staff, a drop-in session was introduced providing three hours of drop-in daily (M – F) during which any student, including those without a disability diagnosis, could call in for a quick chat with one of the team to raise a query or ask for guidance or support with a disability-related issue or query. A drop-in session was trialled at Manor Park campus in semester two and following the trial, drop-in support at Manor Park is being reviewed for 2019/20.

Tracking: around Easter all registered students were contacted inviting them to attend an extended drop-in session as an opportunity to review their support and raise any queries or concerns they had. This was highly successful and resulted in several issues being identified and addressed, including exam support queries – just in time to implement adjustments before the summer exam period.

Exam adjustments: in response to feedback from the Exams team and departments about the challenge of meeting the number of requests for separate rooms and rest breaks, a new exam option was created (max of 4 students in one room) to reduce the number of separate room requests. The team are continuing to work with the Exams team to further review exam adjustments to balance students’ needs with the finite resources available in the University.

Reasonable adjustments: in response to feedback from academics and the exams team highlighting that the information provided on Learning Support Agreements was lacking in detail and clarity, a review of how adjustments are described and defined was undertaken with significant changes being introduced to ensure sufficient detail was provided, removing ambiguity.

8 | Research Support

8.1 Repository and publications

The content of the Surrey Research Insights (SRI) repository and publication database increased to 55,925 items with the addition of 3,178 new records for full text items added to the database this year. In addition, 827 records created were for items not deposited in full-text with the Library; most of these are records relating to older research outputs already disseminated by researchers new to the University. No full text monographs were deposited this year.

In terms of the impact of the repository, 2018-19 saw 1,125,143 downloads of full-text open access versions of Surrey research outputs, compared with 969,012 in 2017/18.

Full text deposits	Deposits	Downloads
Journal articles	1,249	619,408
Theses	824	336,677
Conference / workshop papers	227	97,855
Book chapters	46	49,244
Reports	5	1,015
Monographs	0	6,396

Table 5: Record of repository (SRI) activity

Note: download numbers are based on all material in the repository, not just items that were uploaded within 2018/19 year.

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Ensuring that the University meets UKRI and funder expectations for open access compliance is a high priority for the Open Research team and has informed the provision of a ‘mediated service’ for deposit. At the end of the academic year a compliance report evidenced that over 95% of the papers produced by University affiliated researchers had been submitted to the repository within the required 90 days of acceptance for publication. This compliance level is reassuring in relation to meeting the open access requirements for REF 2021.

8.2 Enabling and promoting open access

8.2.1 Open Access payments: in addition to the award of £263,790.71 received from UKRI to support open access publication of UKRI funded outputs, the University committed £100,000 to pay for immediate open access for articles published by University of Surrey authors otherwise ineligible for UKRI Open

access funds. Total expenditure on Article Processing Charges (APCs) from the University allocation reached £116,427 with the Library budget absorbing the additional expenditure.

8.2.2 Open Access advocacy: whilst compliance with government and funder expectations is a key driver for ensuring open access to publicly funded research, a continued focus on “beyond compliance” engagement with the University is important. This is spearheaded by the Open Research team in LLSS but is also promulgated by the Faculty Engagement Librarians and the Faculty Research Officers (part of Research and Innovation Services). A number of visits into departments have occurred during the year (all of which can count to REF environment statements) and two “Researcher Fairs”, with an audience of mainly PGR and ECR colleagues have been run; this was a dual initiative with Doctoral College.



The Open Research team has continued to provide sessions “embedded” in faculty research meetings, with all aspects of open research (open access, research data management and research output metrics) being regularly promoted. A “Bitesize Briefing” on PlanS has been delivered by the team.

8.3 Research Data Management (RDM)

During the year LLSS has continued to lead the University’s involvement in the Jisc pilot for a Shared and Managed Service initiated in 2016. The pilot has faced many problems and despite attempts to protect Surrey’s expectations and requirements Jisc have been unable to deliver a solution that fits the needs and long-term strategies of the University. It has therefore been appropriate to be seek an alternative approach. In the course of the year 18/19 LLSS signed an early adopter contract with Ex Libris (the company which provisions the library management system) to partner in the development and delivery of a repository environment, which would also meet the requirements for managing research data.

8.4 Research metrics

The bibliometrics service continues to grow with a significant relationship now established with Strategic Planning and visible benefits of the shared approach to cross-departmental planning and working.

In the course of the year a number of significant “commissions” were provided to members of Executive Board who are now mainstreaming the use of bibliometric and altmetric analysis into evidence based strategy and decision making. Additional key pieces of work included in-depth review of the research performance in order to inform submissions to the UKRI bidding round of “small but excellent” research groups and the contribution of analytics to a “researcher dashboard”.

The year ended with the University agreeing to fund an additional 0.5 FTE role of Bibliometrics Support Officer.

9 | Archives & Special Collections

9.1 Outreach, Engagement and Audience Development

9.1.1 Support for students: across the year the team worked with 13 student groups including BA Theatre and Performance for the first time and devised a session for postgraduate researchers which will be developed further in the future. Support was also given to the LLS ‘Student Curator’ initiative facilitating a student in creating a display and blog linked to Black History Month.

9.1.2 National initiatives and awareness-raising with external audiences: during the year the team took part in initiatives with a broad range of audiences. These included: a stand at the Widening Participation STEAM fair; welcoming 19 attendees of an International Guitar Research Centre symposium to the Archives Research Room; hosting pupils from a local school to learn about E H Shepard; delivering a fully-booked talk to Friends of Guildford Museum; and hosting an event for a group of nursing ethicists and literature and Victorian studies scholars as part of the culmination

of a Fulbright Scholarship around the Nursing Ethics Heritage Collection. In addition the department welcomed 226 visitors as part of the University’s Open Days, engaged with the national Explore Your Archive campaign and made 81 posts on Instagram as well as increasing A&SC followers by over a third to almost 1,000 followers.

9.1.3 Exhibitions: 2018/19 has been a very busy year for exhibitions linked to the E H Shepard Archive and Egmont UK Collection and represented a significant level of work for the whole Archives and Special Collections team. The V&A Museum’s exhibition Winnie-the-Pooh: Exploring a classic continued to tour to venues in Atlanta, Boston, Tokyo and Osaka with a total of 467,449 visitors at these four venues. Next it will travel to Seoul and then Canada. A small number of items were loaned to the Musée des Arts Décoratifs (MAD) in Paris as part of an exhibition on children’s illustrator Antoon Krings as Shepard was one of Krings early influences. The most significant venture for the year was an exhibition solely borrowing

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from our Shepard collections at FanøKunstmuseum, Denmark. This was the first time the team had administered every aspect of the exhibition loan process, benefitting from training to develop a range of processes to manage each aspect of the multi-stage process, including engaging conservation framers, condition reporting, specialist packing and fine art shipping. The exhibition was a huge success with the museum having record numbers of visitors and far exceeding expectations (anticipated maximum of 5,000, actual number of visitors 10,889). There was also significant media coverage of the exhibition, both print and broadcast, for which the Archives and Special Collections Manager was interviewed and ensured the University of Surrey was fully acknowledged.

9.2 Collections use and development

9.2.1 Use of collections: during the year 188 researchers visited the Research Room, information requests were received from 179 enquirers, 2,105 items were retrieved for use, copies of 326 items were requested for private study and commercial purposes, and 51 items from 5 collections were used in published outputs including books, journal articles, conference papers, presentations, teaching and as artwork for exhibition publicity.

9.2.2 Development of collections: 78 new accessions (totalling 14.68 linear metres) were received. These included: accruals to 14 collections across all collecting strands; and the addition of the one new collection, Dancers Anonymous. Cataloguing by the team and volunteers resulted in 4,500 new records being released on the public catalogue

CalmView. Particular highlights were the release of the Maurice J Summerfield Collection to coincide with the International Guitar Research Centre conference, and the classification and cataloguing of the Nursing Ethics Heritage Collection, launched at the professorial Fulbright scholar lecture associated with the donor of this collection. This year's main cataloguing project, the Geraldine Stephenson Archive, was completed successfully and the records will be released in the autumn.

Work on the collections has been supported by three alumni and staff volunteers working on processing tasks and an undergraduate intern was employed for a week. 54 volunteer days were received in the year.

9.2.3 Management and care of collections:

work to improve the management and care of the collections has continued. A locations audit is substantially done and will provide comprehensive and systematic data regarding our holdings for future planning and work. Further research and monitoring of the strong room environment has enabled improvements to the physical environment such as thermal and UV filtering upgrades to window and improved pest management and house-keeping programmes.

9.2.4 Art Collection: in the course of the year responsibility for management of the University's Art Collection was transferred to the Archives and Special Collections. Work on defining the future purpose of the collection, the related staffing requirements and procedural management will be a focus for 2019/20.



“Love you guys. Seriously The library staff are amazing. The just put students first always. It’s almost like you guys are working for us! You actually listen to us and make changes accordingly. You just do everything in your power to help students with their queries and problems. You guys are a credit to the university and honestly, probably the biggest sway in the student satisfaction survey. Lots of Love, final year student.”

Instagram post from a final year MSci Biochemistry undergraduate student
during the 'Love your Library' campaign: February 2019.

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Appendix | 1

Statistical Summary of Library Activity

Library users (FTE)	2015-6	2016-7	2017-8	2018-9	% change on previous year
Students	15,280	15,719	15,684	15,974	1.85
Academic Staff	2,590	2,736	2,894	2,820	-2.56
External users (visits)	1,633	892	636	767	21.4
Use of Libraries					
Number of user visits	1,051,429	1,180,339	1,271,623	1,250,661	-1.65 ¹
Loans	107,322	84,849	73,744	61,369	-16.78
Laptop loans		15,568	34,689	13,224 ²	-61.88
E-resource downloads	5,748,763	5,981,768	5,811,040	6,790,699	16.85
Downloads from SRI OA	994,239	966,221	969,012	1,125,048	16.1
Library materials (Books, journals, e-resources)					
Total catalogued items	400,881	313,879	323,885	302,404	-6.63
New books (print) added in a year	3,838	4,719	4,750	4,353	-8.36
Expenditure on Library materials					
Books / one off purchase	£258,806	£443,898	£463,150	£363,641	-21.49
Journals, print and electronics / continuous titles	£3,105,421	£3,206,235	£3,370,169	£3,544,850	5.18
Library funded APCs				£116,427	
Total	£3,364,227	£3,650,133	£3,833,319	£4,024,918	5
Library buildings					
Study Space	1,340	1,340	1,540	1,700	
Spaces with PCs	425	425	425		
Laptops for loan		48	96	96 + 24 in SoHS KGB	24

¹ The Library was not fully open until November due to overrunning refurbishment.

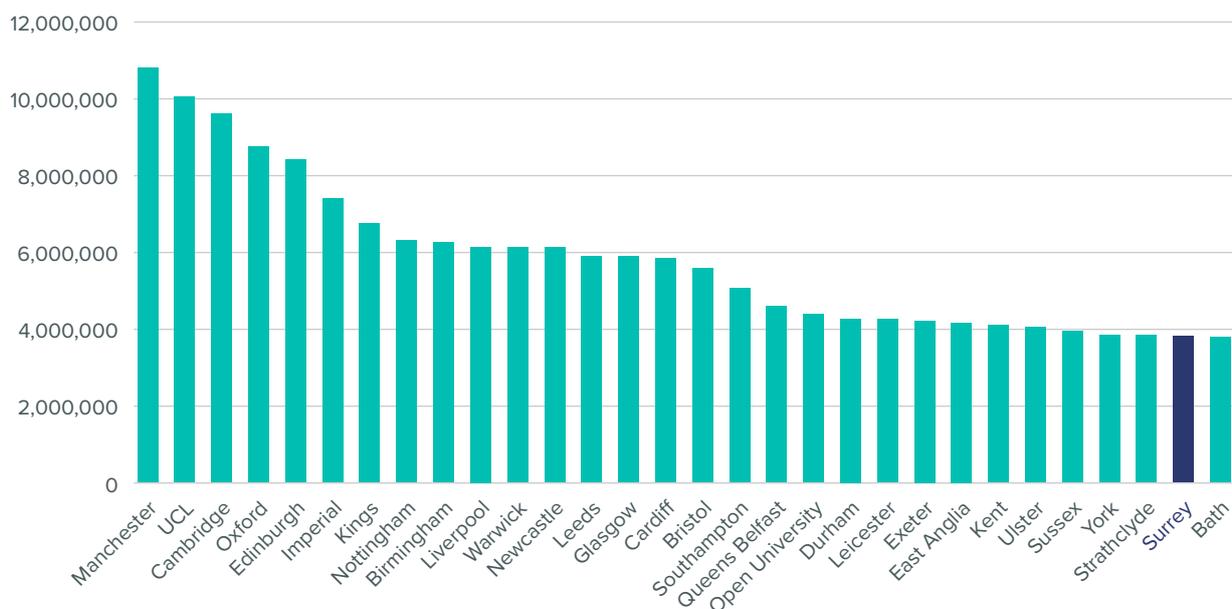
² Due to refurbishment overrun the laptops were not available until November 2018.



Appendix | 2

Benchmarking of Expenditure on Information

2017/18 Information Resources spend - top 30 institutions



Appendix | 3

New information resources acquired.

Business cases for new resources are completed and evaluated and prioritised against the University’s teaching, learning and research activities. The following resources are some of the resources made available over the course of the past year.

- Veterinary Anaesthesia and Analgesia
- Vetlexicon
- VetMed Resource database
- SMPTE (Society of Motion Picture and Television Engineers) Journal, Digital Library & Standards
- Digimap Geology & History and Marine Collections
- Sage Research Methods Data Science Video package
- Sage video: Business and Management, Criminology and Criminal Justice
- Broadway HD musical theatre streaming resource EBSCO Audio Book Collections
- Medear Infobase Films on Demand service
- Drama Online collection updates
- SciVal Trends

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Appendix | 4

Academic Skills and Development: Staff development contributions

Practice and Pedagogy programme 2018

Sessions included:

- Ethics in Pedagogic Research (RIGO);
 - Oracy skills in higher education (DHE);
 - Programmatic and integrated approaches to rethinking curricula: the 'holy grail' for advancing student-centred and inclusive practices? (FHMS and AS&D);
 - Writing Workshops for Level 5 Bioscience Students: Do They Develop Critical Thinking & Writing Skills? (FHMS and AS&D);
 - Implementing a large-scale parallel course delivery system (Foundation Year, FEPS);
 - Fake News – the value of fact finding in the University setting (AS&D);
 - Researching transitions into and through higher education: Students' messy struggles with knowledge-ing (DHE).
- DHE CPD sessions and staff mentoring
Contributions to the DHE programme included:
- Educational Escape Rooms in HE (AS&D/DHE);
 - Building Resilience: A forum for sharing current research and experiences of student resilience (Julia Anthoney and Rachel Stead);
 - Creative Learning and Teaching with Lego Serious Play and Playdoh (AS&D) (and a DHE 'Learning Lunch' on the same topic in September 2018);
 - Building Confidence in Communication (DHE/SLL/AS&D);
 - Writing for Thinking: Using Short Writing Tasks to Enhance Students' Disciplinary Thinking (AS&D);
 - Developing undergraduate students as researchers (AS&D/DHE);
 - Academic integrity, plagiarism and referencing practices (AS&D/DHE);
 - Students as 'informed' learners: enhancing student engagement with literature searching (AS&D).

Appendix | 5

Record of Scholarly and Professional Activity 2018 - 19

Internal presentations

Barker, H. (2019) 'Shared Ownership': developing active learning partnerships in a collaborative space. Surrey ExciTeS. 3 April.

Daoutis, C. and Rodriguez-Marquez, M. (2019) Plan S bitesize briefing. University of Surrey. 19 June.

Daoutis, C. and Rodriguez-Marquez, M. (2018) 'Sharing your research: top tips and swift actions', Research Fair, University of Surrey. 26 November.

Stead, R., Roberts, S., West, S. and Pourgoura, A. (2019) Building Engagement and Learning Communities: two staff-student partnerships in Health Sciences. Surrey ExciTeS. 3 April.



Walsha, R., Derham, C. McBride, J. Tarrant, C. and Stead, R. (2019) Rethinking curricula: programmatic and integrated approaches for advancing inclusivity and student-centredness. Surrey ExciTeS. 3 April.

Yakovchuk, N. (2019) The impact of publishing in SuRJ on the development of students' authorial voice. Surrey ExciTeS. 3 April.

External presentations and conferences

Barker, H., Lowe, J. and Walsha, R. (2019) 'Active Interactions': redefining student engagement with one-to-one provision. ALDinHE Conference: University of Exeter

Barker, H., Stead, R., Walsha, R. and Yakovchuk, N. (2019) 'Towards a 'Learner Development Literacies' Framework' ALDinHE Conference: University of Exeter.

Cooper, R. and King, C. (2019) 'Managing the logistics of a digitisation project – or what we wished someone had told us!', UK DAPP User Group, ProQuest, Birmingham. 16 May.

Dampier, G., Baker, L., Spencely, C., Edwards, N., White, E. and Taylor, A. (2019) 'What is a successful Foundation Year student? Definitions, language and how not to feed the deficit model monsters.' Foundation Year Network Conference: University of Sussex.

Greig, F. (2019) 'Balancing ambition, reality and the need for change –the possibilities and challenges of the Ex Libris Higher Education platform', Research, Teaching and Learning Solutions, University of Warsaw, Warsaw Poland.

Greig, F. (2019) 'Challenging assumptions and unlocking the last treasure trove of scholarship'" 7th Library Congress Bibliothek & Information Deutschland (BID), Leipzig. 18–21 March.

Greig, F. (2019) 'Managing e-resources in a networked next generation library management system', Fudan University Library, Shanghai, China. 27th March.

Greig, F. (2019) "Next Generation systems why now?", Library Management and Service Platform Construction' Summit Forum Tsinghua University Library, Beijing China.

Greig, F. (2019) 'The role of the Library in managing Research Data', Annual Library Meeting of Library Directors 2019 Ex Libris, Malmo Sweden. 25th April.

Greig, F. (2018) 'Open Access, Plan S and the future of publishing; the library perspective', CUP Partners day Cambridge University Press, Cambridge UK. 1st November.

Greig, F. (2018) 'Research ethics in the UK; a Library understanding and perspective', CUP International Advisory Board Annual Meeting Cambridge University Press, Madrid Spain. 18-20 November.

Greig, F. (2018) 'The role of the Library in Research Data', Annual meeting of Eastern European Library Directors Ex Libris, Warsaw Poland. 18th September.

Herbert, D., Parkinson, M. and Delaney, A. (2019) 'Inspired ideas from the sharp edge: Library initiatives', CSGUK conference, University of Leicester. 27 February.

Hill, A. (2019) 'Escaping the traditional: Transformations of the library welcome and orientation activities at the University of Surrey', LILAC Conference: Nottingham. 24-26 April.

Hill, A. (2019) "Save the Stag" Library Escape Room: Designing educational escape rooms to enhance students' learning and University experience'. University of Roehampton Staff Development day. 20 June.

Stead, R., Lowe, J., Pourgoura, A. and Ude, C. (2019) Students as Partners and Enablers in Learning Development, ALDinHE Conference: University of Exeter.

Stead, R. (2019) Students as co-creators of visual mnemonics for revision: a case study with undergraduate Psychology students using Lego®, Playful Learning '19: University of Leicester.

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Stephen, C. and Batson, C. (2019) 'Student Curator Project: encouraging and embracing inclusivity and diversity in partnership with our students'. M25 Annual Conference, University of London. 8 May.

Stephen, C. (2019) 'From ordering reading lists to strategic partner: transforming the role of the librarian', presented at VitalSource Digital Discovery Day, London. 6 March.

Stephen, C. (2018) 'Family dynamics: Demonstrating the value and impact of our work to our internal partners', presented at Relationship Management in Higher Education group, Birmingham. 23 November.

Thomas, C. (2019) 'Meeting the Aspirations of Teachers and Researchers: the role of the library in a dual intensive university', Annual Meeting of UK and Ireland Ex Libris Directors, Royal Society, London. 25 June.

Thomas, C. and Barker, H. (2019) 'Diversifying our services: steps towards inclusion and enhancement at the University of Surrey'. M25 Annual Conference, University of London. 8 May.

Yakovchuk, N. (2019) 'Motivations and expectations of student authors publishing their work in an open-access undergraduate research journal.' Ethnographies of Academic Writing Conference, University of Zaragoza, Spain.

Yakovchuk, N. (2019) 'The impact of publishing in an undergraduate research journal on the development of students' authorial voice'. European Association for the Teaching of Academic Writing Conference, Chalmers University of Technology, Göteborg, Sweden.

Yakovchuk, N. and Howard, C. (2018) 'Disciplinary collaborations: Clarifying remits and perceptions of EAP and Learning Development' BALEAP/ALDinHE Joint Conference 'Academic Literacies and EAP: Same or different?' University of Essex.

Publications

Daoutis, C. (2018) 'Our rights as authors: why should we care?' 16 November. Accessed at: <https://surreyacwrimo.wordpress.com/2018/11/16/our-rights-as-authors-why-should-we-care/>

Dowle, S., Hopkins, S. and Spencely, C. (2019) 'Mechanisms to represent the doctoral researcher voice', in Lygo-Baker, S., Kinchin, I. M., and Winstone, N. (eds.) Engaging Student Voices in Higher Education: Diverse Perspectives and Expectations in Partnership. Cham: Palgrave Macmillan

Hollywood, A., McCarthy, D., Spencely, C. and Winstone, N. (2019) "'Overwhelmed at first": the experience of career development in early career academics.' Journal of Further and Higher Education, DOI: [10.1080/0309877X.2019.1636213](https://doi.org/10.1080/0309877X.2019.1636213)

Gilliam, C. and Daoutis, C.A. (2019) 'Can Openly Accessible E- Theses Be Published as Monographs? A Short Survey of Academic Publishers.' In The Serials Librarian, 75:1-4, 5-12, DOI: <https://doi.org/10.1080/0361526X.2019.1589633>

Rodriguez-Marquez, M. (2018) 'Identity for researchers?' 29 November. Accessed at: <https://surreyacwrimo.wordpress.com/2018/11/29/identity-for-researchers/>

Stead, R. (2019) 'Building the abstract: metaphorical Play-Doh® modelling in Health Sciences', in James, A. and Nerantzi, C. (eds.) The Power of Play in HE: Creativity in Tertiary Learning. Cham: Palgrave Macmillan

Surrey Research Insight (2018) 'Bringing down paywalls: five ways in which the Wellcome Trust is transforming scholarly communication'. 14 November. Accessed at: <https://surreyresearchinsight.wordpress.com/2018/11/14/bringing-down-paywalls-five-ways-in-which-the-wellcome-trust-is-transforming-scholarly-communication/>

Surrey Research Insight (2018) 'The unexpected perks of open theses'. 25 October. Accessed at: <https://surreyresearchinsight.wordpress.com/2018/10/>



Successful Research Bids

Yakovchuk, N. (2019). Writing Beyond the University: Fostering Writers' Lifelong Learning and Agency. Centre for Engaged Learning, Elon University, USA.

Participation in Professional Boards / Committees

Heather Barker Member of the Communications & Membership Working Group, ALDinHE (Association of Learning Developers in Higher Education)

Christine Daoutis Membership of UKSCL group

Fiona Greig International Advisory Board on Dissertations and These ProQuest on behalf of the Library of Congress

Fiona Greig International Advisory Board for Cambridge University Press

Dan Herbert CLAUD (Treasurer)

Julie Lowe Member of the LearnHigher Working Group

Catherine Stephen Member of VitalSource Librarian Panel

Caroline Thomas Secretary and Trustee of the M25 Consortium of Academic Libraries

Caroline Thomas Member of the Chartered Institute of Library and Information Professionals Professional Registration Board

Clare West Resources Task Group of Customer Services UK

Qualifications achieved

Christine Daoutis Graduate Certificate in Learning and Teaching

Maria de Montserrat Rodriguez-Marquez and Management ILM Level 3 Award in Leadership

Rachel Stead Certificate in Lego Serious Play Accredited Facilitation

Catherine Stephen PRINCE2 Practitioner

Clare West PRINCE2 Practitioner