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It has been an interesting year, in which services were necessarily and successfully pivoted to provide effective delivery in the light of the pandemic. The following achievements are to be highlighted:

Departmental performance

- NSS outcome for satisfaction with library resources saw an increase of 2% to 88%; scores for PTES and PRES also rose by up 1.1% and 4.3% respectively.

Infrastructure

- Teams have been realigned in the light of Continuous Improvement Programme;
- financial targets have been met, with favourable variances at end of year;
- systems enhancements which will benefit users have been undertaken: reading list system (Leganto); repository environment (Esploro); authentication for e-resources (EZ Proxy).

Library as 'space'

- Popularity as a destination for study continues with 94% (1,594 seats) occupancy in Nov.;
- library services introduced at Manor Park;
- ISM enquiry management service implemented: with over c.12,000 enquiries in the year.

Library as 'collections'

- Book loans were equivalent to 79% of those in 2018/19 despite no access for 10 key weeks;
- e-resource downloads increased by 33%;
- business case for digital textbooks was approved by Executive Board;
- 9 transformative deals agreed with publishers in support of the transition to 'open access';
- 34 new accessions to the Archive and Special Collections, and over 1,200 records released.

Learning Development and Academic Skills support

Launched the Maths and Statistics Advisory Service;

- extended curriculum-embedded learner development to the new Foundation Year courses;
- embedded the mentor-based Peer-Assisted Writing Scheme and launched the Peer-Assisted Learning Scheme;
- introduced the use of archival / primary sources in new modules in GSA and the School of Languages and Literature.

Research Support

- Supported the preparation of the REF submission through provision of bibliometric analyses and compliance with funder and REF open access requirements;
- developed the Open Research Position Statement;
- worked in alignment with the new role of Academic Lead for Research Culture and Integrity.

Working in partnership

- with students as 'guest curators', EduInterns and, in the STARS programme, as co-developers;
- with academics in curriculum development and pedagogic practice.

External engagement

- Loaned materials from the EH Shepard Archive and Egmont UK Collection to exhibitions in Denmark, Seoul and Toronto; and items from the Rudolf Laban Archive to Israel;
- contributed to sector consultations on 'open access';
- shared our expertise.

Covid response

- Implementation of Live-chat;
- implementation of a Click and Send service;
- engagement with the publishing sector's Free Student Text book Programme;
- transition of all face to face support services to online opportunities;
- development of a suite of online resources to support transition to online learning;
- prepared the Library for a Covid-secure return to campus, including reconfiguration of spaces and introduction of a booking system for study spaces;
- *and supported our staff.....*

1 Introduction

2019/20 has been a year of two halves. August 2019 to February 2020 focussed on the organisational changes arising from the University's 2019 *Continuous Improvement Programme*, including re-alignment of Library and Learning Services (LLS) to the Chief Operating Officer and a particular focus on improvement of departmental efficiency and enhancement of the student and researcher experiences. Whilst still continuing with these activities and projects, March to July 2020 has seen further re-organisation. LLS has returned to the Provost's area, reporting to the Vice-Provost Education, and the key priorities

became the constructive and rapid response to the disruption of the pandemic.

After an initial consideration of overall service performance (section 2) and infrastructure (section 3), an overview of many of the student and researcher-facing activities pursued during the year are given in sections 4-7. Section 8 evidences the value of working in partnership and section 9 the experience and achievements of working through the pandemic. Section 10 highlights external engagement.

2 Performance, engagement and enhancement

Despite the challenges of the year and the refocussing of priorities, LLS performance, as assessed through external surveys, has improved. The 2020 outcome for the National Student Survey (NSS) showed an increase of 2 points in the satisfaction of undergraduate students with library resources; the Post-graduate Taught Experience Survey (PTES) showed an increase of 1.1 points; and the Postgraduate Researcher Experience Survey increased 4.3 points. Analysis of the comments indicate that any reduced satisfaction is still likely to be due to perceptions of insufficient study space.

2.1 Engagement

Supporting and engaging with staff and students: a new initiative this year has been 'student engagement forums'. Used previously with specific courses, such as English Literature and Law to explore particular problems and solutions with students in a collaborative way, the forums are now open to all students. Three face-to-face forums attended by c.15 students, representing all faculties and all levels of study have been held and one online forum for PTY students have been held. Student feedback has

been integrated into plans for induction, collection development and future priorities.

Rebranding: with a view to enhancing LLS visibility and encouraging engagement, the department has worked with Marketing and Communications and an agency, Glassup and Stoski, to develop a brand for the renamed Library and Learning Services. This included collateral for a department level brand, as well as the opportunity to create 'sub-brands' for activities by specific teams.

2.2 Enhancement

Departmental action plans: in their fourth year of operation, annual Departmental Action Plans continue to be a key vehicle for, engaging with the Head of Schools and other senior leaders to ensure that Library and Learning

Services are supporting the academic and research staff and student communities appropriately in all aspects of service development and delivery. The 2019/20 programme has seen 100% completion.

Plan 85: as the University seeks to restore its NSS position, the LLS contribution to Plan85

includes items relating to the range of services (space, collections and academic support) offered by the Department.

3 Resources and Infrastructure

At the heart of LLS service delivery is an infrastructure of finance, staffing and systems. 2019/20 has seen all targets set by the University met and key development projects pursued.

3.1 Finance

The budget initially allocated for Arnaud 1 (2019/20) accommodated 'operational savings' in staffing of 10%; the savings were achieved through the EVS outcomes of 2018/19, loss of posts, and re-configuration of roles. In addition, as the year began, further savings of 10% across both Staffing and Non-staffing budgets were required (Local Estimate: October 2019). Ultimately the year-end budget

position was significantly favourable to the 2019/20 target. This was achieved through i) planned savings, ii) the recruitment freeze, iii) reduced service delivery due to Covid-19 (i.e. closure of the Library building; no need for staff for re-shelving work) and iv) the very timely removal of VAT on e-books and journals which came into effect in April 2020.

3.2 Staffing

The reduction in staffing levels arising from the requirement for savings has been significant with the impact seen across all teams, whether student-facing, researcher-facing or back office. Activities have been re-prioritised and if appropriate suspended. However, it has also provided opportunities to re-think service delivery and to redefine roles. The Customer Services team, reduced by c.33%, was redefined in ways that aligned it more closely with the 'advisory' model adopted in the Hive and positioned it well to expand virtual enquiry services.

Most significantly in terms of new roles, the re-purposing of previously vacated roles enabled

the establishment, in Autumn 2020, of the roles of Open Research Manager and Content Lifecycle Manager; this enabled the establishment of the provision of dedicated operational and strategic leadership for the areas of 'research support' and 'collections management and development'.

Reflecting the University's strategic commitment to student wellbeing and mental health, Autumn 2019 also saw the realignment of the Disability and Neurodiversity team away from the 'learning services' portfolio to the 'wellbeing and pastoral services' portfolio within the Directorate of the Chief Student Officer.

to improve operational efficiency, consolidate suppliers and enhance the experience of relevant stakeholders. These have included:

3.3 Systems infrastructure

2019/20 has seen the introduction and continuation of major systems projects intended

The transition to a new reading list system Talis Aspire has been replaced by Leganto, a reading list management system which, sitting on the same platform as the core Library Management System (Alma), offers a more integrated approach to the management of lists. The project, which commenced at the end of March, has included the migration of c. 1000 lists from Talis Aspire and went 'live' at the beginning of August.

Replacement of the institutional repository and enhancement of the research support infrastructure. LLS has partnered with the company Ex Libris as an early adopter of the Esploro repository software. Led by the Open Research team, colleagues from across LLS have made a substantial contribution to the development of the Esploro platform which enables open access to research publications, research data and theses and supports compliance with both the REF and research funders.

Adoption of EZ Proxy as the means of authentication for access to electronic

“FOR A MINUTE THERE I WAS LIKE ‘😡 WHY WOULD YOU CHANGE THE READING LIST SYSTEM AT THE SAME TIME AS WE’RE CHANGING THE WHOLE WAY WE TEACH?’ BUT ACTUALLY THAT’S A MAJOR IMPROVEMENT! WELL DONE YOU GUYS! 😊”

resources In the light of ongoing concerns at the lack of seamless access to electronic resources evident with a number of publications, and with a desire to maximise the benefit of the c. £3.5m investment in electronic resources, in July 2020 LLS replaced Open Athens with EZ Proxy as the means of authentication for e-resources.

Implementation of Rialto an Ex Libris tool, which will integrate with both the library management system and LLS’s main book supplier, improving the efficiency of acquisitions’ workflows.

4 Library as ... Space

4.1 Library usage and occupancy

Use of the Library building and access to the printed collections have been significantly impacted by the pandemic. The library building was open as a physical space between August 2019 and 23 March 2020. During this time there were 746,402 user visits to the building which represents an increase on visits for the equivalent period in the previous year.

Study space: following the completion of the phased refurbishment programme (2016-2018), 2019/20 was to be the first full year of operation in the new spaces. Visits to the Library were consistently high, with occupancy frequently over 75%. The Library was at its fullest at 1pm on Monday 4 November 2019, with 1,594 spaces (94%) occupied.

In order to increase study space capacity for the Semester 1 assessment periods, LLS once again created c. 100 additional, managed spaces in the AC building. Branded as *Library+*, these spaces reached peak occupancy levels on 15 and 16 January, with 74 and 71 spaces taken.

With the relocation of the School of Health Sciences to Manor Park, LLS has provided a range of services, including, drop-in ‘engagement’ and ‘academic skills’ services available at both the School of Veterinary Medicine and the Kate Grainger buildings and facilities for the return and collection of library items.

Book borrowing: with the reduced opportunity for borrowing of printed material, it

is understandable that book loans for the year are 21% lower than for 2018/19. However, the lack of access to print stock is compensated by

4.2 Front of house / enquiry support

With enhancement of the student experience always in mind, Semester 1 saw the embedding of the ISM enquiry management service across the student-facing areas of the department; the service provides a single point of access, and subsequent tracking and management of enquiries. A total of 11,901 enquiries were received in 2019/20.

the 23% increase in the number of downloads of e-resources.

At the same time, with the opening of MySurrey Hive, LLS has worked closely with the MySurrey Hive Advisors, to ensure a joined-up experience of accessing support. A concept for a Library and Learning Hive has been developed and is likely to be implemented in 2020/21.

5 The Library as ... Development of Learning

The Learning Development team – incorporating Academic Skills and Development (AS&D) and Maths and Statistics Advice (MASA) – have continued to utilise active learning spaces in the Library to provide central support activities for all students. Until the Covid-19 lockdown period, the Learning Development Zone and Maths and Statistic Advice Hub

provided integrated ‘Learning Café’ and drop-in sessions, and bookable appointments. The ‘active learning’ spaces in the Learning Development Zone have proved popular, with students attending a range of team facilitated workshops to develop key academic and professional skills.

5.1 Maths and Statistics Advice (MASA)

The introduction of MASA in August 2019 meant that, for the first time at Surrey, substantial and comprehensive maths and statistics advice and support is available to all Surrey students, regardless of subject of study. MASA comprises two full-time Teaching Fellow posts (including the Maths and Statistics Hub Manager), supported by the employment of fully trained and developmentally supported PGR tutors.

Almost immediately from mid-August, the MASA team started running maths and statistics drop-in sessions alongside the AS&D drop-ins. By the time term started MASA was running 14 hours of drop-in sessions a week. These were instantly popular with students and increasingly well attended, with attendees often running into double figures up to the point of lockdown

where these were suspended and replaced with bookable remote appointments.

No. of drop-in visits	566
No. of appointments pre-lockdown	33
No. of appointments post-lockdown	143
Hours of embedded activity	40

Figure 1: MASA summary of Library-based activity

5.2 Academic Skills & Development

Learning Café drop-in sessions: following a successful pilot of Learning Café interactions with students during 2018-19, AS&D implemented ‘Learning Café’ drop-in sessions as daily opportunities for students to self-direct their learning supported by Learning Development Advisers and Learning Development Librarians. Learners were encouraged to utilise facilities in the Learning Development Zone, working on their assignment, whilst staff members were available to offer advice at points of need. A sense of belonging to the session was inculcated through initial contact provided by student mentors from the Peer Assisted Learning Scheme, while the availability of refreshments promoted a social learning experience among students using the service.

One-to-one appointments: bookable one-to-one appointments continued to allow learners the space for more in-depth discussion of their learning; they successfully transferred to the online environment following lockdown. These types of interactions were particularly popular with both final year and Master’s students.

The team held 678 student appointments during the year; an additional 90 booked appointments were cancelled by students, while there were a total of 84 ‘no shows’. Generally, there was a reduction in appointments attended and requested in comparison to 2018-2019. This primarily occurred between March and July, following the Covid-19 lockdown, with a 58% reduction compared to the same period in 2018/19.

This is thought to be a consequence of two main factors: the University’s Safety Net policy leading some students to ‘take their foot off the pedal’ and initial student discomfort with engaging via Zoom or Teams. Notably, while

Learning Cafe / Drop-in sessions: number of students

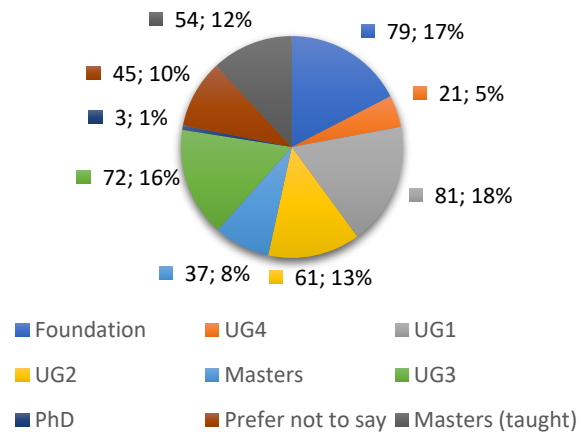


Figure 2: breakdown of AS&D learning café/drop-in sessions by level of study

falling outside of the time period of this report, a restoration of appointment requests occurred during the summer 2020 resit and resubmission period, with students visibly more acclimatised to using such technologies.

Open to All workshops: a review and retheming of Open to All provision as ‘How to...’ workshops had a positive effect on attendance rates. Feedback from sessions indicated that 97% of participants had a better understanding of the topic and 92% of attendees felt confident in applying their learning.

In total, 278 students attended central workshop events, comprising: 179 undergraduates (principally Levels 5 and 6), 97 students at Level 7 and 6 students at doctorate level. Notably the presence of learning development activity in-curriculum on Foundation programmes may explain lack of level 3 engagement with central workshop activity.

Online study advisory resources:

provision of online resources continued to be a key focus of the Learning Development team. Offering inclusive and accessible learning support, resources have been created by the team to meet specific discipline needs. A significant achievement was the production of Lab Report writing resource which, in collaboration with FEPS staff, ensured content was specific to a range of STEM assessment requirements. Interactions with resources increased during the Covid-19 lockdown period with 100 additional subscribers to the Library YouTube channel.

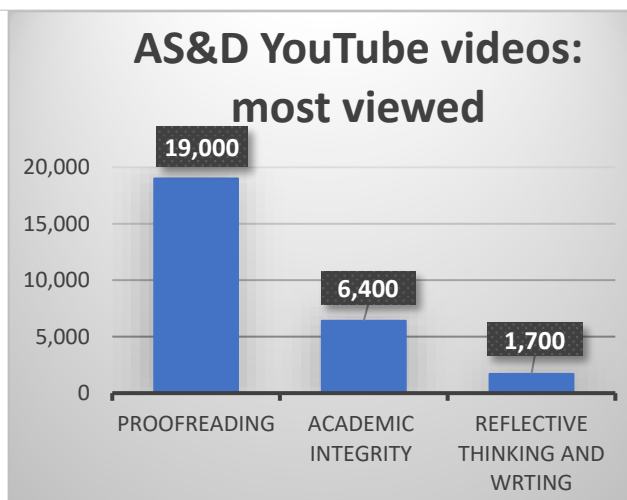


Figure 3: AS&D video resource views

Widening Participation, In-reach and Outreach: the team continued to support and develop initiatives aligned to the University's 'outreach' and 'in-reach' priorities. In-reach activities included:

In2Surrey Pre-entry Day: delivered in September 2019 to successful In2Surrey applicants, prior to starting their university courses. The workshop focussed on developing skills for learning and included several interactive activities.

Mature Learners Pre-entry Day: two sessions delivered by AS&D and MASA to prospective students prior to starting their courses at Surrey (Sept 2019).

In2Surrey: a new assignment brief was created, aiming to reduce the duration of marking each assignment, while still maintaining academic standard requirements from applicants.

Sprint: the development programme for undergraduate female students, was delivered in the Autumn and Spring terms of the 2019-20 academic year. The programme prioritises places for students from WP backgrounds.

"IT HAS MOTIVATED ME TO PURSUE MY DREAMS FEARLESSLY. MOST IMPORTANTLY, I HAVE LEARNED HOW TO BE ASSERTIVE."

Semester 1 had 14 participants, 70% of whom identified as BAME, and semester 2 had 27 participants, 50% of whom identified as BAME. Feedback from each programme remains positive.

Outreach activities included:

Further Education: three 'critical thinking' workshops delivered to current students from a local FE college, as part of a visit to the University organised by the WP team.

HEON: AS&D recorded a video resource (Panopto) for the HEON summer school (July 2020). The video recording focussed on learning development opportunities available for prospective students at university.

Employability award: three Reflection and Peer Feedback workshops were facilitated by the team, in support of the Employability Award pilot run by Employability and Careers. The latter two sessions were significantly adapted to be hosted online and were well-received by the students who attended.

5.3 Archives and Special Collections

Student and researcher support: across the year the Archives team worked with 15 student groups and 169 students in support of taught modules. This included two modules not previously supported (Embodied Voice and Movement 1 for BA1 Acting students and 21st-Century Literary Studies for MA English Literature students). The team also collaborated with Researcher Development Programme on a workshop for PGR students.

Outreach from the Archives: working with Widening Participation and Outreach colleagues, A&SC delivered a teaching and

skills development session to pupils from Kings College, utilising rare books in the Thomas Farrer Collection which was extremely well received by both students and teaching staff; a second session drawing on E H Shepard Archive materials has had to be postponed to 2020/21 due to the pandemic.

“GOING TO THE ARCHIVE WAS SUCH AN EYE-OPENER, TO LOOK AT THE ORIGINAL WORK WAS SO INSPIRING AND INTERESTING.”

FIRST YEAR
UNDERGRADUATE

6 Library as ... Research Support

LLS support for the University’s community of researchers is provided by the Open Research (OR) team, working closely with the LLS Faculty Engagement team and with other professional services across the University, including in

particular Research and Innovation Services and Strategic Planning. The following table provides an overview of the level of activities with further information below.

Figure 4: Statistical Summary of Open Research Activity, 1 Aug 2019 to 31 July 2020

OA repository	
Number of full text publications deposited	1,371
Number of metadata records deposited	745
Number of PhD theses deposited	275
Number of digitised past theses deposited	2,053
Number of full text downloads from the OA repository	893,274
Library OA publishing fund	
Library OA fund expenditure	£ 102,549
Researcher support	
Number of Article Processing Charge (APC) related queries and funding requests	922
Number of thesis related queries and tasks	433
Number of OA related queries and tasks	1,756
Number of Research Data Management queries and tasks	118
Including number of data management plans supported	46

6.1 Support for REF 2021

With the expectation that the University would be making a submission to the REF 2021, the OR team have: provided services that ensured the timely deposit of accepted manuscripts and, where appropriate, open access publication, in line with REF OA requirements; ensured that publications are REF compliant,

leading to an estimate on overall compliance of over 95%; provided bibliometrics advice supporting the selection of outputs for the REF; and provided researcher engagement opportunities and related advice that can inform the REF research environment narratives.

6.2 Research culture and policy development

In 2019/20 opportunities for promoting the University's commitment to a culture of open research have been enhanced by the establishment, by the Vice-Provost Research & Innovation (VPRI) of the role of Academic Lead for Research Culture and Integrity (ALRCI). Working closely with new ALRCI (Emily Farran) the Associate Deans for Research and Innovation (ADRI), the Doctoral College and the Technology Transfer Office, Open Research objectives have been aligned with the University's strategic objectives for research and a related programme of activities

discussed and coordinated at the meetings of the related Open Research Working Group. The University's *Open Research Position Statement*, endorsed by the University Research and Innovation Committee (URIC) in July 2020 and, demonstrating a formal commitment to Open Research values, is a key outcome of this activity. Additionally, in terms of policy development, the University's Copyright Policy has been substantially updated, to reflect changes in the Intellectual Property Code and address aspects of captured content and open access.

6.3 Bibliometrics, research impact and performance

Located in the OR team, but working one day a week alongside the University's Strategic Planning team, the work of the Bibliometrics Advisor has included:

- the creation of quarterly reports on Surrey's High Impact Research Outputs and Surrey Researchers at behest of VPRI;
- supporting the THE Impact SDG (Sustainable Development Goals) submission;

- presenting to the VPRI team regarding the bibliometric aspect of the THE Subject Ranking;

commencement of Responsible & Fair Research Assessment project with the Academic Lead Research Culture and Integrity. A position paper was presented to the VPRI directorate on whether the University of Surrey should sign DORA (Declaration on Research Assessment) metrics.

6.4 Engagement with and advice to researchers

Direct communication and support to researchers is provided via the Ivanti Inquiry Management System (IMS) which includes queries related to open access, publications, theses, copyright and research data as well as processing applications for open access funding APC, processing theses, depositing

publications in the repository and support with data management plans. Statistics regarding these queries are provided in Figure 4.

In addition, in 2019/20 the OR team have prioritised the creation of developmental resources (commissioned by the Faculties or

centralised) including: updating materials that provide guidance on 'open research' and copyright and, more recently, the development of an Open Research online module, currently in pilot phase.

One-to-one meetings, presentations and workshops continue to be popular. In 2019/20

there were 11 workshops on Research Data Management, 4 workshops on Data Management Plans, 5 Research Visibility and OA workshops and 2 briefings on Plan S; as well as a number of presentations, embedded training and reports at Faculty research meetings.

7 Library as ... Content and Collections

7.1 Investment in information resources

The investment in content provision for 2019/2020 represented a 9% increase on the allocation for the previous year. With up to 7% allocated to meet annual inflationary increases, leaving c.2% for investment in 'new' content. However, in reality this money was not re-invested due to the impact of COVID-19 and the University requirement for savings to be made. The end-of-year financial position showed an underspend on information resources of c.£200,000 (c.6%).

This year has also seen the removal of VAT on electronic journals and books. In the current challenging financial context, the Library has been fortunate in being allowed to divert the VAT savings towards the costs of providing digital textbooks.

7.2 Digital-first content strategy

2019/20 has been an appropriate year for continued commitment to e-first for content provision; the impact of the COVID-19, and the University's response with hybrid learning, have demonstrated the importance of having access to content electronically. Whilst initially traditional models for licencing of e-books, defined by permitting levels of concurrent use were explored, they were found, very quickly, to be inadequate and unsustainable in relation the provision of 'core' content. By contrast, the experience of having access for all students to a wide range of core resources under the Free

Textbook Programme, offered by publishers in response to the pandemic, (see below: Section 8 Covid response) re-opened the discussions of the benefits of 'personal digital textbooks'.

Personal Digital Textbooks: although for implementation in September 2020, the business case for a University-wide initiative to provide every student with a selection of the 'essential' reading for their course was submitted to, and approved by, Executive Board in July 2020. By the end of July, a tender process between the key providers had been held.

7.3 Read or publish: transformative deals

This year saw the introduction of the first wave of 'transformative deals' which seek to change the traditional journal subscription methods to fully promote and support the open access movement. The Library responded and to this well by assessing the new 'deals' and ensuring that they fully met the open research goal for allowing better access to publishing articles as open access; this also required careful budget management and participation in negotiations to ensure the best deals were secured. The University adapted and has signed agreements with: AIP (American Institute of Physics), Cambridge University Press, IOP (Institute of Physics), Microbiology Society, Portland Press (Biochemical Society), Rockefeller, Royal Society of Chemistry, SAGE and Wiley.

7.4 Archives and Special Collections

Development of collections: leading up to lockdown in March, 34 new accessions (totalling 20 linear metres) were received by the department. These included: accruals to 8 collections across all collecting strands; and substantial accruals to the Dalcroze Society Archive and the Festival Welfare Services Archive.

Cataloguing by the team and volunteers resulted in over 1200 new records being released on the public catalogue CalmView, including the release of the Geraldine Stephenson Archive and the Battersea Polytechnic Photograph Collection. Progress has also been made on the University's own collections, focussing on key publications such as the University's Annual Reports and starting work on the University of Surrey Students' Union records. Cataloguing was significantly affected by the pandemic and prevented work on the year's main cataloguing project (the British Guild of Travel Writers Archive) and the Dancers' Anonymous Archive, both planned for the second half of the year.

Work on the collections has been supported by two volunteer alumni and staff who have catalogued the University publications and Battersea Polytechnic dissertations and played an active role in a locations audit of the strong rooms. 31 volunteer days were worked

between August and March and this valued work greatly contributes to developing our collections.

Liaison with The Shepard Trust regarding further development of the holdings in the E H Shepard archive and related work is ongoing.

Management and care of collections: work to improve the management and care of the collections is an on-going priority. During the year a locations audit, providing significant data regarding holdings and a comprehensive foundation for future planning and work, was completed. Vision and Mission Statements were developed, an Access Statement agreed, and a range of policies and processes governing access to, and exhibition of, materials have been clarified. Environmental conditions have been assessed and enhanced, and a review of key risks and mitigations, which will feed into broader risk assessment work and the Disaster Management Plan, have been undertaken. Significant progress has also been made on the Archives and Special Collections Collection Development Policy.

The University Art Collection: reviewing changes to how the University Art Collection is resourced and managed took considerable time. An interim process for managing loans and returns is in place and it is hoped that in 2020/21 a basic audit of the collection can take place. Any further development work on this collection is on hold until the associated post can be recruited to.

8 Working in partnership

Aligned with the University's commitment to 'collaboration', working in partnership with students and staff across the University is integral to the LLS approach to service development. This approach is celebrated in the activities presented below.

8.1 Partners in Learning Development

'Developing the Developers': building on the good practice of embedding learning development activities within formal curricula, in 2019/20 increased emphasis was placed on the expectation for activities to be both co-designed and co-delivered with faculty

teaching staff. Underpinning this approach are the concepts of 'developing the developers' mutual benefit of shared teaching.

AS&D members have also contributed to with the Department of Higher Education workshop

programme with sessions highlighting learning development in the context of academic writing, research and creative learning. In addition, Practice and Pedagogy sessions organised by AS&D have offered a forum to staff across the University to share innovative and good practice in learning and teaching approaches fostering reciprocal learning amongst staff.

Curriculum-integrated Learning Development: the 2019/20 academic year

Figure 6: curriculum-integrated LD sessions

	2018-2019	2019-20
Total number Sessions	252	241
Attendees	10,700	10,605

Foundation Year programme-embedded learning development: the partnership model of fully embedding learning development expertise (in the form of Teaching Fellows in LD) within the Foundation Year programme teaching teams, which commenced in 2018-2019, has continued to successfully enhance students' learning experiences in FASS and FEPS programmes. This sector-leading model was extended in 2019-20 with the recruitment of two further Learning Developers for the two new Foundation Year programmes in FHMS (Biosciences and Nursing). This innovative approach to integrating LD in the curriculum is designed to ensure near seamless integration of learning-of-subject and development-of-learning.

Partnerships with students: peer-based learning (PAWS and PALS): The Peer Assisted Writing Scheme (PAWS), developed in partnership with students, was introduced to meet the dual objective of supporting students to develop academic writing skills, whilst also offering opportunities for final year UG

students to develop mentoring skills. The scheme ran in Semester 2 of 2018/19 as a pilot and expanded modestly in 2019/20 in phase II of the pilot. Where possible, mentors and mentees were matched to subject of study: 18 mentors successfully completed the mentor training and saw 48 mentees in Semester 1. By Semester 2, the number of trained mentors totalled 34, supporting 73 mentees.

has seen the AS&D team working closely with Faculty staff to provide relevant and timely interactions within modules. Activity held up well despite the pandemic; the team facilitated 244 subject embedded learning development sessions reaching 10,605 students. During the Covid-19 lockdown period, these interactions continued online. Examples of subject-embedded learning development from each faculty are given in Appendix 3: Curriculum-integrated Learning Development.

Figure 7: curriculum-integrated LD sessions by Faculty

Faculty	2018/19	2019/20
FASS	69	96
FEPS	83	83
FHMS	100	62
TOTAL	252	241

Evaluation, using data from online surveys and focus groups demonstrated the positive impact and value of the scheme.

“OVERALL, THIS WAS PROBABLY THE MOST VALUABLE ACADEMIC EXPERIENCE OF THE YEAR AND I FELT I HAVE DRASTICALLY IMPROVED MY UNDERSTANDING OF HOW TO PRODUCE TOP QUALITY PIECES OF WORK.”

MENTEE

**“IT IS A REWARDING, CONFIDENCE-BUILDING,
POSITIVE AND VIBRANT SCHEME.”**

MENTOR

The PALS (Peer Assisted Learning Scheme) was introduced in February 2020, building on the success of PAWS. PALS aims specifically to address the awarding gap among certain student cohorts, focusing initially on reaching out to Black, Male and BTEC route students. It differed from PAWS in not limiting itself to focussing on assignments, but also addressing areas such as preparing for, and succeeding in, exams.

Black, Male and BTEC route students proved difficult to engage, but the scheme had a bit more success when expanding to whole-Asian and Minority Ethnic students. 13 mentors supported 22 mentees in the programme. The late commencement of the scheme is thought to have hampered the recruiting of mentees.

Partnership with students: STARS (Surrey’s Top Achievers Recognised & Supported): bespoke workshops this year included Oracy skills (32 attendees), a Psychological Resilience in high-achievers (30 attendees). 11 students joined the STARS academic mentoring scheme, which pairs students considering an academic career with trained PGR mentors, in June/July,

However, a key focus of STARS this year has been on generating a series of student-led Student-Staff Partnership projects. There were five individual student-staff partnerships, ranging from the creation of resources to aid transition, research in social media engagement, peer-to-peer study tips and developing resources for Foundation Year cohorts.

Examples of two of the projects undertaken are:

**“I THINK IT’S A BRILLIANT PROGRAM
THAT REALLY DOES AID THE
DEVELOPMENT OF SKILLS! IT ALSO
BREAKDOWN THE STUDENT-STAFF
BARRIER THAT MANY STUDENTS
HAVE WHEN ENTERING UNIVERSITY.”**

STARS STUDENT

TRANSIT: a student transitions project aiming to create an online resource covering the student perspective of the transition from A level to first year undergraduate. It gives students an awareness of specific aspects of University life with a mix of both academic and personal information.

Team Connect: aimed to review and consolidate social media and marketing posts by linking resources and guides. The team focused on connectivity, culture and clarity in messaging and liaised with marketing teams at the university providing further insight into social media marketing

Partnership with students – trialling ‘Journal Clubs’: an innovative ‘Journal Club’ pilot project was undertaken involving staff from both AS&D and MASA working alongside six health sciences students. This series of three sessions aimed to build students’ confidence with reading, analysing and synthesising information sources effectively. A key idea of the project is to facilitate early sessions, but for student participants to continue their journal clubs independently.

MASA partnership projects: three PhD students to work as tutors in MASA drop-in sessions. The tutors helped attendees to work through the issues they were having with the maths and/or statistics on their course. Working alongside MASA staff, they observed how such interactions are conducted and received feedback on their own approaches. Sector best practices were adapted to ensure that the PGR tutors were pedagogically supported in their roles in ways that encouraged their becoming excellent developers of others’ learning.

In collaboration with the departments of Civil and Environmental Engineering, Chemical and Process Engineering and Electrical and Electronic Engineering, MASA led on the hiring and development of PhD students to run weekly support sessions for groups of students on specific undergraduate modules, for which these sessions were embedded into the programme (funded by the respective Departments).

MASA partnered with staff in academic departments across the University to develop bespoke support. One example of this was in the Vet School, where MASA Teaching Fellows worked with the Joint Programme Director for Veterinary Biosciences to arrange a series of bookable appointments for third year vet students seeking advice on study design, statistics and data analysis. These appointments took place during lockdown via Zoom. 25 out of 32 appointment slots were booked.

Partnering with Disability &

Neurodiversity (D&N): AS&D continued to work collaboratively with the D&N team to design and deliver a weekly workshop for autistic students at the University. Using a central design, each workshop involved reflecting on the past week and included themed mini-workshop activities, ending with group activities. The AS&D contributed to facilitating themed mini-workshops on topics such as time management; revision skills and exam performance; and a new session on helping students to recognise fake news to develop critical thinking abilities. Additionally, MASA delivered an interactive activity which evolved into a discussion regarding service provision.

8.2 Partners in Collections

Student Curator: 2019-20 saw the continuation of the Student Curator project. Four projects were supported between October 2019 and March 2020 covering: Black History Month, Empowering Women, LGBT History and Mental Health Awareness. Students celebrated existing collections and materials in the Library, promoting both print and online resources, creating reading lists and adding to our collections, creating eye catching and visible content both within the building and on our social media platforms. The project was presented, and received positively, at the Student Staff Partnership Symposium and has led to the imminent publication, in October 2020, of an article in the journal Teaching and Learning Together in Higher Education.

Additionally, displays of information and material for Women in Engineering (November 2019) and Holocaust Memorial Day (February 2020) have been co-curated with students.

EduIntern ... and partnering in Diversity: from September to June the LLS Faculty Engagement Librarians (FELs) hosted Pelumi Durojaiye, an EduIntern working 2 days a week in LLS. The outcome of the project, which explored aspects of decolonising the curriculum, was an Inclusive Publishers Index, a resource which highlighted lesser-known

“WORK UNDERTAKEN AT THE UNIVERSITY OF SURREY BY THE LIBRARY STAFF COULD NOT BE MORE VITAL. THE MODULES WE TEACH ARE VEHICLES OF A BODY OF IDEAS AND PRACTICES, AND THE READINGS THAT UNDERPIN THOSE MODULES PLAY A FUNDAMENTAL PART IN HOW STUDENTS COME TO UNDERSTAND THOSE SAME IDEAS. ENSURING OUR READING LISTS, AND OUR WIDER CURRICULUM, IS AS EXTENSIVELY INCLUSIVE AS POSSIBLE, IN EVERY CONCEIVABLE DIMENSION.”

PROF. AMELIA HADFIELD, HO�, POLITICS

publishing companies whose publications were appropriate for inclusive and representative reading lists. The resource was accompanied by a selection of videos in which students speak about the impact that seeing representation in their teaching resources. In addition, Pelumi and the FELs explored methodologies for conducting reading list audits, with a view to establishing a sustainable approach in the future. The work was presented at a virtual conference hosted by the Universities of Leicester and De Montfort and was well received.

“I REALLY LIKED THAT THE COURSE ENCOURAGED A DEEPER EXPLORATION. THERE WAS JUST ENOUGH INFORMATION GIVEN AND THE EMPHASIS WAS ON HANDS-ON LEARNING. MANY ONLINE COURSES I HAVE SEEN WERE OVERLOADED WITH INFORMATION ...”

PARTICIPANT IN MOVING ART ONLINE COURSE

Partnering with the professional movement community: working in partnership with two movement-specialist academics and professional artists, A&SC developed and ran a pilot online 12-week short course delivered via *The Labanarium* online

movement network. The course used two drawings from the University's Rudolf Laban Archive and the Archives staff contributed significantly to course content, structure and support materials. The course was fully subscribed and feedback was both positive and constructive.

9 Coping with Covid: Disruption and innovation

Whilst there can be little doubt that the unprecedented experience of the COVID-19 pandemic has presented enormous personal and professional challenges across LLS, colleagues have risen to these challenges, energised by a commitment to the communities that we serve and by the desire to support each other. For these reasons, it is appropriate to highlight the service activity between March and July 2020, the developments arising in response to the pandemic and the spirit in which so much has been achieved. At heart of the developments was the move to virtual delivery and the support for 'hybrid learning'.

9.1 Library space and frontline support

In the run up to lockdown and the closure of the campus on 24th March, the Library was the last building to provide support for students; it re-opened on 1st September. In the interim period, the following services were a priority.

Implementation of Live-chat: complementing the ISM e-mail-based enquiry management services, the Library initiated and led on the initiative, to introduce a Live-chat feature to the Library and MySurrey Hive web pages. This went live in May ensuring that students had a new and synchronous avenue to ask questions and get advice when the building was closed. The success of the chat has seen this become a key channel for student queries with 99 chats between May and July 2020.

Preparation for return to campus: this work included: provisioning of 44% of study

spaces (700 spaces) in a Covid-secure environment; installation of signage and cleaning stations; submission of successful bids for the related roving and supervisory staff; implementation of a booking system for the study spaces.

Covid changes to the website: responding to lockdown required rapid updating throughout the period, including the creation of the Studying Online page which, was the top page on the MySurrey website for student views, and directing students to the range of support resources including those created by the Learning Development team. Frequently Asked Questions and Library updates have been key.

Welcoming students back: the Faculty Engagement team created *Welcome* and *Welcome Back* videos, incorporating not only the usual 'welcome' material but also the changes in processes for a Covid-secure environment. The videos are complemented by a suite of 'How to' guides that allow bite size access to key aspects and skills in using the Library; these can now be incorporated by lecturers into their online courses and teaching at the appropriate time.

9.2 Innovation with information resources

Click and send: started on 6 July, this service provided a means for students studying remotely, principally to request and receive physical

"REALLY APPRECIATE THE LIBRARY SETTING UP THIS POSTAL SERVICE"

items from the Library collections. 254 items were sent to 120 requesters in July.

Free Student Textbook programme: with the closure of the campus in March 2020, the Engagement and Content teams quickly engaged with the opportunity to access key

textbooks in digital format being offered through the publishing sector's Free Student Textbook Programme. 335 titles were made available for use until the end of the academic year, including the August re-sit period. Surrey students read 329,581 pages, spending more than 4,500 hours reading.

9.3 Learning Development

The Learning Development team, AS&D and MASA, have thrived in the online environment, positively meeting challenges associated with moving to remote working and responding to learner needs through new and innovative ways. These have included increasing opportunities for student interactions such as initiating Study Forums, expanding the number of one-to-one appointments, creating a suite of online resources for Studying Online and ongoing co-design and remote delivery of curriculum-based embedded sessions with academic staff.

MASA: successfully switched over to bookable online appointments for accessing one-to-one maths and statistics advice during lockdown. 143 appointments were held.

Online study resources: Learning Development led a collaborative project, supporting student transition to remote/online study, which resulted in a set of seven online guides and a playlist of ten associated Panopto mini-presentations. The project involved students from the EduIntern team and staff representatives from Department of Higher Education and Technology Enhanced Learning.

The themed resources focussed on key challenges including *Optimising your remote working environment and keeping in touch with your peers and department*, *Studying effectively online* and *Effective team-working in online assessment*. To mitigate concerns around preparation for Take-home exams, two resources were created: *A visual guide to 'Take-home exams'* and *Revision strategies*. There was significant engagement with the online guides, primarily occurring in May, but continuing into the summer period.

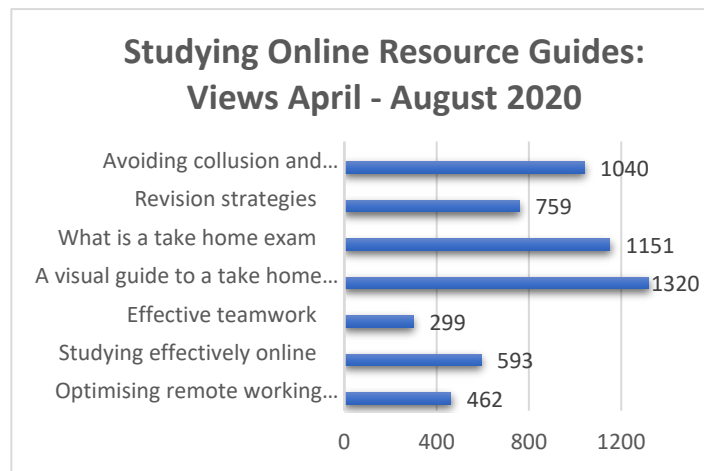


Figure 5: engagement with 'Studying Online' resources

Subsequent online resource collaborative projects resumed from June 2020, aimed at supporting students in the Hybrid Learning environment, with the commencing of work on three Interactive PDF resources, as well as the development of a dedicated My Learning Development SurreyLearn module, ensuring equitable access to academic skills and MASA resources.

From June 2020, MASA has created online study resources as well as starting to develop an interactive tool and videos which will eventually be available via AS&D/MASA's new 'MyLearning Development' SurreyLearn module.

Remote engagement via Study Forums: three themed online Study Forums (*Optimising your remote working*, *Studying effectively online* and *Preparing for Take-home exams*) were additionally developed around the Studying

Online Resource guides. Essentially a 'flipped' approach was employed, with students invited to engage with selected Studying Online resources beforehand.

Over 40 sessions were scheduled during May and June. The forums were designed to accommodate up to 12 students per session. Attendance at the sessions was low, with typically 0-2 students. However, learners who did engage found these interactions to be beneficial.

Online subject-embedded sessions:
swiftly adaptation to embedded provision

9.4 Archives

The external facing nature of much of the work of A&SC prevented a number of areas of work from progressing. A project to catalogue the British Guild of Travel Writers Archive had commenced two weeks before lockdown but will recommence in late autumn 2020. Teaching sessions had to be cancelled, including a WPO session with Kings College, and it was not been possible to receive external researchers to the collections. Although work to develop and submit a bid to the National Lottery Heritage Fund progressed, finalisation has been delayed and this will likely be submitted in Spring 2021. One exhibition in London had to be postponed to Summer 2021 and negotiations regarding a potentially significant exhibition at a National Trust property have been delayed. For items on loan to international exhibitions that had to temporarily close, loan periods have been extended to facilitate adjusted exhibition timeframes.

meant that commitments to teaching during the latter part of Semester 2 were met. Teaching was revised to provide recorded Panopto content which could be reviewed prior to a follow up live Zoom Q&A session. Alternative co-delivery included teaching synchronously with lecturers and developing activities for learners to interact with in breakout rooms and discussion.

MASA team successfully shifted a series of planned subject-bespoke face-to-face appointments in the Vet School to being entirely online through Zoom and take-up for these sessions was strong.

However, despite this disruption, staff were able to maintain a remote enquiry service and limited reprographics service, continuing to meet the agreed response times, as well as maintain external relationships and, with weekly visits to the building, ensure that archive environment and collections were not at risk. Working remotely, staff were also able to undertake: a significant piece of research work regarding University buildings which will be used to inform discussions about the appropriateness of building names; substantial work on the University and Battersea Polytechnic catalogues; and a top-level review of record structures for inclusion within the institutional archive. Approaches were made to academics regarding transferring existing support for teaching to the hybrid environment and the responses were positive enabling staff to commence planning for these opportunities.

Opportunities to host professional groups are encouraged. In February 2020 the Learning Development team successfully hosted the M25+ Regional Learning Development group. This was the second meeting of an emerging network which attracted 22 colleagues from the Learning Development sector with representatives from 19 different universities across the South-East region.

10.2 Feedback on key sector consultations

LLS has taken the opportunity, on behalf of the University, to respond to the following sector-wide consultations:

- *Wellcome Trust consultation on Responsible Metrics policy, February 2020.* Surrey was one of 54 institutions providing feedback that led to a more flexible and nuanced approach by the Wellcome Trust to requiring adoption of the DORA principles. (Response coordinated by the *Open Research* team).
- *UKRI consultation on OA policy, May 2020.* Outcome expected early next year. Feedback provided will help shape the future of UK policy regarding open access publishing, licences and infrastructure. (Response coordinated by the *Open Research* team).
- *JISC consultations on a number of publisher transformative agreements.* Active participation in evaluating these agreements helps shape influence the direction of OA publishing in the UK and establish transparency criteria in OA publishing. (Responses coordinated by the *Open Research* and *Content* teams).

10.3 External use of Archives and Special collections

Consultation of materials: the advent of Covid-19 has restricted physical access to the collections significantly. Up to March, 37 external researchers visited the Research Room and information requests were received from

over 150 enquirers, with the enquiry service continuing despite a reduced team during lockdown. 1,309 items were retrieved for use, copies of 211 items were requested for private study and commercial purposes, and 36 items from two collections were used in published outputs including books, journal articles and for an online event.

“THE ARCHIVES ROOM HAD A LOVELY ENERGY AND FEEL TO IT – WHICH OF COURSE IS ALL DUE TO THE PASSION AND COMMITMENT OF THE PEOPLE WORKING THERE.”

PUBLIC RESEARCHER

Exhibitions supported: 2019/2020 saw the extension of the V&A Museum’s touring exhibition *Winnie-the-Pooh: Exploring a Classic* to Seoul, Korea (41,472 visitors) and then Toronto in Canada (extended to January 2021 due to Covid-19). Archives & Special Collections also lent items from the Rudolf Laban Archive to The Israel Museum in Jerusalem for an exhibition titled *Bodyscapes*. Loans were returned from exhibitions in Paris and Denmark, which aided continued refinement of our loan processing procedures. Negotiations are underway for at least two more exhibitions drawing on the E H Shepard Archive and Egmont UK Collection; one at The Garden Museum in London focussing on *The Secret Garden* was due to be open in summer 2020 but has been postponed for a year.

National initiatives and engagement with external audiences: during the year the A&SC team took part in initiatives with a broad range of audiences. These included: a talk and display for *Heritage Open Days* in September and activities as part of *Explore Your Archive* week in November; participation in an event highlighting humanities research hosted by the Library as part of the *Being Human Festival*; and a talk, display and tours for participants at an AHRC TECHNE conference.

In addition, A&SC welcomed 103 visitors as part of the University’s Open Days in Autumn 2019 and contributed to the Library’s Virtual Open Day video for prospective students in June.

Postscript on the (first) year of the pandemic ...

***“I’M FULL OF ADMIRATION OVER
WHAT THE LIBRARY IS MANAGING TO
DO IN THESE VERY DIFFICULT TIMES,
THANK YOU FOR THE UPDATE”***

(Law academic)

Appendix 1: Statistical Summary of Library Activity

	2016/17	2017/18	2018/19	2019 /20	% change on previous year
Library users					
Students	15,719	15,684	15,974	16,505	
Academic Staff	2,736 (all staff)	2,894 (all staff)	2,820 (all staff)	1,399	
External users (visits)	892	636	767	293	
Use of Libraries					
Number of user visits	1,180,339	1,271,623	1,250,661	746,402	- 40%
Loans	84,849	73,744	61,369	48,259	- 21%
Laptop loans	15,568	34,689	13,224	9,609	- 17%
e-resource downloads	5,981,768	5,811,040	6,790,699	8,385,567	+ 23%
Downloads from SRI OA	966,221	969,012	1,125,048	893,274	-21%
Library materials (Books journals, e-resources)					
Total catalogued items	313,879	323,885	302,404	310,360 + 748,147 eResources	
New books (print) added in a year	4,719	4,750	4,353	3,956	
Expenditure on Library materials					
Books / one off purchase	£443,898	£463,150	£363,641	£313,064	-14%
Journals, print and electronic/ titles	£3,206,235	£3,370,169	£3,544,850	£3,550,440	No change
Library funded APCs			£116,427	£102,549	-12%
Total	£3,650,133	£3,833,319	£4,024,918	£3,873,763	-4%
Library buildings					
Study Space	1,340	1,540	1,700	1,700	
Spaces with PCs	425	425	425	425	

Laptops for loan.	48	96	96 + 24 in SoHS KGB	120 incl. KGB	
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Appendix 2: External Engagement by LLS Staff

Presentations and publications

Conference presentations

Batson, C. and Durojaiye, O. (2020) 'Liberating the Library through student-staff partnerships', *Decolonising the academic library, Digital conference Mercian Collaboration*. University of Leicester and De Montfort University, 16th June.

Batson, C. and Hill, A. (2019) 'Connections and collections: the Student Curator project at Surrey' *Talis Aspire User Group Meeting - Diversity & Decolonisation: The Role of Reading Lists*. University of Sussex, 13th December

Batson, C., Stephen, C. and Surget S. (2019) 'Student Curator Project: encouraging and embracing inclusivity and diversity in partnership with our students', *Student-Staff Partnership Symposium*. University of Surrey 16th September.

Batson, C. and Stephen, C. (2019) 'Scaling up relationships at the University of Surrey', *Relationship Management in HE conference*. University of Newcastle, 5 November.

Dampier, G., Hopkins, S., Spencely, C., Stead, R. and Walsha, R. (2020) "Inclusivity through engaging Foundation Year students with the hidden curriculum." *Foundation Year Network Annual Conference*. Online.

Motes, A. (2020) *Data Management for Online Research*. Great Ormond Street Hospital Research Group. 7 July.

Peart, M. and Platt, V. (2019) 'Collection, Protection & Collaboration: Articulating archival purpose in the age of GDPR', *ARA Conference 2019: Recordkeeping 3.0*, 28-30 August.

Stephen, C. and Batson, C. 'Student Curator: building and creating connections through collections' *Relationship Management in HE conference*. University of Newcastle, 6 November.

Publications

Anthoney, J., Lowe, J. Gridley, S. and Ude, C. (2020) 'Escaping the norm of Student-Staff partnerships.' in Gravett, K., Yakovchuk, N. and Kinchin, I. (eds.) *Enhancing Student-Centred Teaching in Higher Education - The Landscape of Student-Staff Research Partnerships*. London: Palgrave MacMillan.

Dampier, G., Baker, L., Spencely, C., Edwards, N., White, E. and Taylor, A. (2019) 'Avoiding the Deficit Model and Defining Student Success: Perspectives from a New Foundation Year Context' *Journal of the Foundation Year Network, Volume 2, pp. 41-52*.

Daoutis, C.A. and Rodriguez-Marquez, M.R.M. (2020) 'How can you make your research Open Access?' in Duke, D., Denicolo, P. and Henslee, E. (eds.) *Publishing for Impact. Success in Research Series*. London: Sage, pp. 133-151.

Hopkins, S., Brookes, S.A. and Yeung, A. (2020) *Mentoring to empower researchers*. London: SAGE.

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Motes, A. (2020). 'Thing 5: Research Data Management', *23 Things 2020*, 16 March. Available at: <https://23things2020.wpcomstaging.com/2020/03/16/thing-5-research-data-management/> (Accessed: 15 October 2020).

Stead, R., Roberts, S., West, S., Pourgoura, A. and Dimitrova, R. (2020) 'Building knowledge and learning communities using LEGO® in Nursing' in Gravett, K., Yakovchuk, N. and Kinchin, I. (eds.) *Enhancing Student-Centred Teaching in Higher Education - The Landscape of Student-Staff Research Partnerships*. London: Palgrave MacMillan.

Professional commitments

Heather Barker	Member of the Communications & Membership Working Group, ALDinHE (Association of Learning Developers in Higher Education)
Paulina Czyz	Member of M25 Diversity Task and Finish group
Sam Hopkins	External member on a Foundation year validation panel for UWE
Julie Lowe	Member of the LearnHigher Working Group
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 Panel
Katie Winter	Member of the Communications & Membership Working Group, ALDinHE (Association of Learning Developers in Higher Education)
Katie Winter	Member of M25 Diversity Task and Finish group

Appendix 3: Examples of Curriculum-integrated Learning Development

FASS. Innovative interactions with FASS included facilitating Lego Serious Play® activities for research and finding your focus for your dissertation. A 39% increase in collaborative sessions within the Faculty was evident during 2019/20. Two workshops were co-designed and delivered for Music and Media across year cohorts, i.e. for first and final year students. The first workshop, which was newly developed, focused on developing writing for various public audiences using the rhetorical writing triangle. Directly linking to assessment outcomes for writing for a public audience regarding their own music performance, collaborations between the Learning Development Adviser and module leader created subject specific and industry relevant examples for workshop activities such as a blog post, online news article and a music performance programme excerpt. Follow up sessions employed an authentic activity in relation to reflective writing and practice and was co-facilitated by the module leader and Adviser and Librarian from the AS&D team. Within breakout rooms, sub-groups of students watched three video clips of famous musicians reflecting on their performance. This analysis was then applied and corresponded to how they might reflect on their own performances for the reflective assignment.

FHMS. During this academic year, the Learning Development Advisers and Librarians developed and delivered cohesive teaching sessions blending their expertise, in collaboration with the module leaders, to produce holistic learning experiences for Surrey students. An active learning session for first year paramedics fully embodied this approach, which engaged students in group discussions, Lego Serious Play®, mind maps and keyword searching activities, to develop their confidence in preparing for assignments. Since lockdown, the team have continued this approach, interweaving adviser and librarian knowledge in Panopto recordings. A playlist for final year paramedics exemplified this, as it not only engaged students through embedded activities, but also provided take-aways in the form of embedded PDFs, disseminating learning development knowledge. These Panopto recordings of embedded sessions have been very well received by staff and students alike. AS&D co-delivered two sessions for Human Nutrition Masters students; both sessions were well received by the students and the module leader (who was actively present in both sessions); the second session, which was student-led, used Poll Everywhere as a platform for students to inform us of areas of learning that they wanted addressed, was particularly successful.

FEPS. Interactions with students at Level 4 have been designed to develop information literacy capabilities with activities engaging and encouraging students to critically think about the suitability of various sources of information through the development of their researching skills, as part of a group work approach. Involvement in a 1st year Mathematics teambuilding event provided a valuable opportunity to work with, and support, departmental staff, as well as offering a further chance to interact with the students and encourage them to continue to build on and develop their team working abilities.

Modifying materials on public speaking for Level 5 students ensured that these were available online during the Covid-19 lockdown period. This also involved making alterations to content to support students when adjusting to alternative assessment requirements, by offering guidance about recording their presentations in the likelihood of assessment taking place remotely