



Library and Learning Support Services:

ANNUAL REPORT 2017/18



Library and Learning Services



UNIVERSITY OF SURREY



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> LLSS Annual Report 2017/18: Executive Summary

The department of Library and Learning Support Service supports University strategies for Education and Research through the provision of distinctive collections and content, high quality and inspirational learning spaces and sector-leading and accessible services that enable students and researchers to engage creatively with the learning and research opportunities available to them.

Service quality, enhancement and engagement

- Satisfaction with services, though still high has seen a decline (NSS = 88%) principally due to the challenges of the University's growth agenda and increased student expectations.
- Engagement with students and with the wider community continues to be a priority.

Learning space:

- The popularity of the Library space continues with a peak occupancy of 97% in Semester 2.
- The Library+ initiative has successfully increased study space beyond the Library.
- Strategic remodelling of Library space (Summer 2017) has resulted in an additional 130 study spaces, with a further significant project agreed for Summer 2018.
- The 'laptop loan' scheme, doubled to 96 devices in October 2017, saw an equivalent increase in use, with provision of a further 48 devices agreed for October 2018.

Information resource provision:

- Investment in information resource provision has kept in line with publisher inflation and maintain reading list commitments but has not allowed for net growth of the collections.
- Loans of print books continue to drop (13%) in line with increased access to e-books.
- The feasibility of introducing personal digital texts has been further explored.
- The introduction of a High Demand (print) Collection is meeting a need for access to core material.

Supporting student learning and progression:

- The Academic Skills and Development team (SPLASH) has been influential in the initial development of University-wide understanding of 'inclusive practice', contributing to policy development, programme and assessment review and development of the new Foundation Year programmes.
- In line with a commitment to holistic and contextualised learning, Learning Development (LDA) and Learning Development Librarians (LDL) have delivered 354 curriculum-based sessions.
- LDAs and LDLs have held 1,351 one-to-one appointments, an increase of 49% on 2016-17.
- 165 students engaged with the STARS programme, with 43% meeting WP criteria.
- Work with the Widening Participation and Outreach team has been significant with learning development activities embedded into outreach activities ranging from years 10 – 13 and including Summer Schools and EPQ Skills workshops.

Supporting disabled students:

- The number of students disclosing a disability is increasing, with the greatest increase being in students with mental health (or autistic spectrum conditions).
- Focussed support programmes (e.g. the Early Induction Programme and a weekly workshop programmes for students with autistic spectrum conditions and mental health conditions) have been well received.
- A bespoke programme of workshops for students with Specific Learning Differences has been established to support the transition to HE of students not eligible for DSA funding.

Supporting University research strategy:

Scholarly communications:

- Compliance with HEFCE / funder requirements for open access deposit of publications reached 97%; facilitated by the mediated service,



this indicates a very positive position in relation to REF compliance.

- 6,435 items have been added to the SRI repository, of which 1,248 were full text articles.
- Downloads of publications from the SRI repository remain high at just under 1 million, thereby increasing the dissemination and impact of University research.
- Progress on the University's involvement in the JISC project to establish a research data management service has been much slower than required, such that an alternative solution is being developed in parallel.

Researcher Development Programme:

- RDP delivered over 200 PGR workshops with over 2,000 attendances covering the breadth of the Researcher Development Framework.
- Over 93% of PhD students entering in 2017-18 attended the compulsory RDP workshops.
- RDP mentoring programmes have matched 155 pairs.

- Working with the Doctoral College, RDP has supported a variety of Research Culture supporting initiatives including: the first annual celebration of AcWriMo (Academi Writing Month), two Surrey Researcher Entrepreneur events, 3 Minute Thesis and the Doctoral College Conference.
- Expanded and new online provision has been introduced, which has gained national attention as best practice.
- RDP has continued to represent the University's support for researchers internationally through publications, presentations and invited workshops.

Archives and Special Collections:

- Items from the University's EH Shepard Collection have been loaned to significant exhibitions in the Huis Doorn historic house museum (Holland) and the V&A Museum (London); with the V&A exhibition now travelling to the USA and Japan.
- The Archive Collections have been promoted on University and Heritage Open days.
- 160 researchers have visited the Research Room and 6,691 items retrieved for use.



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1 | LLSS Aims

The department of Library and Learning Support Service 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 creatively with the learning and research opportunities available to them.

2 | Service Quality and Enhancement

2017/18 has been a challenging year in terms of maintaining service quality as measured by national surveys. In August 2017 the National Student Survey showed a drop from 93% undergraduate satisfaction in the previous year, to 88%. Although in line with the reduction seen across the University as a whole, analysis of the free text comments highlighted the lack of sufficient study space and of computers in the Library as key areas of concern. Difficulties accessing core/essential resources in the Library and an underlying

sense that students would like to feel better supported, also featured as issues. Satisfaction amongst the postgraduate community has been more positive with the relevant 2017 (PTES) score for 'access to resources' showing a 2% increase on 2016 and being higher than both the University's benchmark group and the sector as a whole. Addressing these concerns has been a priority for the year as will be seen in the following report.

3 | Engagement

The development and delivery of Library and Learning Support services is informed by engagement with our user communities, ensuring that requirements are understood, services are promoted and opportunities for collaborative working are embraced.

3.1 Faculty engagement

Across the year Faculty Engagement Librarians have continued to work closely with the academic community attending 106 one to one meetings, 72 Boards of Studies, 46 Staff Student Liaison Committees and 14 Faculty level Teaching and Learning Committees and 5 Research Committees.

Responding to issues raised either via national surveys or within the departmental context, all Schools and Departments have received from LLSS a documented 'action plan' forming the basis for more sophisticated conversations about expenditure on materials, the integration of learning development activities and proposing a range of initiatives, projects and opportunities.

“An increased awareness of the Library's Special Collections has led to prints from Darwin's texts (held in the Farrer Collections) now being displayed in the Faculty.”

Aimed at targeting Schools performing least well in the NSS less formal 'Engagement Forums' were established. These involved inviting a group of students to meet at two or three points throughout the year to work collaboratively with staff to co-develop ideas to address joint concerns. Notably, in the case of the Law School, the engagement of Law students in the refurbishment of the Law area of the Library may in part be responsible for an increase of 3% in satisfaction with 'learning resources'.



3.2 Students' Union

Maintaining effective contact throughout the year with the Student Union (SU) sabbatical officers, including the VP Voice and VP Support, is key to the LLSS engagement strategy and to ensuring that concerns raised are addressed promptly. In 2017/18 the VP Support has been a key contributor to the Library's Refurbishment Steering Group.

3.3 Feedback campaigns

Less formal methods to gather feedback have become embedded in the culture of the Library. Campaigns such as the 'Christmas Wishes' continue to be excellent touchpoints with students, providing a fun and engaging way for students to offer feedback. This year saw over 150 responses shared.

3.4 Social media

With a growing following, the LLSS social media has been cited in the 'student communications audit' as being great examples of engaging with students using the human voice. LLSS is active on Twitter, Instagram, Snapchat and Facebook.

July 2018



**2,200
followers**



**2,000
followers**

4 | The Library as Study Space

4.1 Visitors and occupancy

The Library and Learning Centre continues to be a core campus destination for students. In 2017/18 the total number of visits increased by 7.1 % to 1,271,623 and occupancy levels for spaces available peaked at 89% in Semester 1 and 97% in Semester 2. The building is consistently at its busiest at c.3pm on weekday afternoons with c.1,200 visitors present. Recognising and responding to the increasing numbers of visits to the Library and the high levels of occupancy has been captured in the following initiatives.

4.2 Library refurbishment

2017/18 has seen significant improvements in both the quality and quantity of study space in the Library. In October 2017, Phase 1 of the 'Space for Thought' capital refurbishment project delivered 130 high quality individual and group study spaces and improved the quality of a further 200 spaces. This has been achieved principally through the introduction of 5.6 km of mobile / compressed shelving which has enabled floor space to be released. In June 2018 LLSS was successful in securing funding for Phase 2 of the project which will deliver a further 150 study spaces by October 2018.

4.3 Library +

In order to relieve the pressure on space in the Library, LLSS has worked with Timetabling, Catering, Estates, Marketing and Security to successfully introduce a Library+ scheme, making use of facilities close by the Library (AC03) to increase Library managed study space provision at key periods. The scheme ran twice, in both the January and June exam periods, increasing the number of spaces from 120 in January to 150 in June. Catering was provided for students (tea, coffee and a 'smoothie bike'). Student feedback has been very positive and the model will be taken forward as a means of providing a sustainable extra-Library presence and study spaces around campus

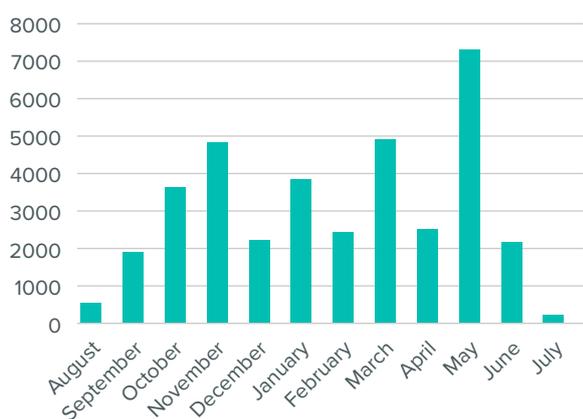
4.4 Study in the sun

Prompted by the exceptional weather of Summer 2018, the Library also launched the loan of materials (rugs and laptop and tablet stands). Again positively received by students the initiative provided a pressure valve in terms of enabling students to enjoy the weather whilst making the logistics of studying outside a little easier!

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Laptop loans: 2017-18



4.5 Laptops for loan

In the light of student feedback, and in order to increase opportunities for flexible study laptop provision was doubled this year with the addition of a further 48 devices. The reception of these has been universally

popular with our students, and their introduction correlates with a significant reduction in complaints about computers. The official NSS analysis quotes that there were 2 comments about computers this year, whereas in previous years this had been the second highest complaint from students. Loan figures show peak usage in May 2018 with 7,299 loans of the 96 laptops (i.e. 76 loans per laptop in May).

4.6 Managing spaces

Proactive management of the spaces and behaviours is key to providing an effective and attractive environment for students. For the first time this year the Library's access policy was revised to restrict access at peak times to students and academics alone. Policies on use of Group Study rooms and on ad hoc reservation of seats have been reviewed to prevent inappropriate use of spaces. A roving presence around the Library continues to be a priority, providing visibility of services as well as a staff presence.



5 | Information Resources

5.1 Information resource budgets

The level of University investment in expenditure on information resource has been sufficient to mitigate publisher inflation (typically 5-6%) and to address the currency fluctuations currently being experienced in the uncertain pre-Brexit world. LLSS continues to work with national and international groups and consortia to try and ensure the best value for money possible from our resources. However the University of Surrey has slipped out of the top 20 HE institutions for expenditure per FTE. In 2016-17 expenditure equated to £198 per FTE (23rd position) compared with £211 per FTE in 2015-16 (10th position). [See appendix 2]. Maintaining sufficient investment in order to support the growing research needs of the University in particular is a constant challenge.

5.2 Library refurbishment

This year LLSS moved forward with exploring the opportunities provided by personalised digital texts. Three 'proof of concept' schemes, were undertaken with a total of c.800 Level 4 students in each of the Faculties (Midwifery, Economics and Mechanical, Civil and Chemical Engineering). Texts were accessed via SurreyLearn. Feedback from staff and students has been positive and, subject to the future availability of funding, there may be potential for the model to be adopted more widely in the future as a means of providing core reading material to students.

5.3 Collections and content

The Library's e-first approach to delivering and building collections continues to increase access to material. In 2017-18 this has included using the evidence based

procurement of content from Cambridge University Press, Elsevier and Oxford University Press. This model provides the University with immediate access to the monograph backlists of these significant publishers for a fixed fee; at the end of the year the texts that have seen the greatest amount of use, up to the value of the fixed fee, are selected.

5.4 High Demand Collection

With the aim of maximising student access to core reading material, 2017-18 has seen the introduction of a High Demand Collection. The collection comprises reference copies of items that have a high reservation history, were previously designated "required for purchase" and are not available as e-books. Evaluation of the usage of the collection over the year has demonstrated its value to students.

**“ If we were books
we'd definitely be in here....”**

UG Student

5.5 Heritage collections

In the context of an approach to collection management which prioritises active use of collections and aims to relegate lesser-used material, it has been appropriate to consider designating as 'heritage collections' those collections which are coherent and relevant as historical research collections. To this end in 2017-18 a 'heritage collection' for Hospitality and Tourism has been established. As one of the first universities in the world to teach this discipline the Library has developed a strong historical / research collection. The collection is held on closed access, but available for reference use.

6 | Academic Skills and Development (formerly SPLASH)

Provision of learning development opportunities by the Academic Skills and Development team (AS&D) has continued to evolve during the year, with Learning Development Advisers and Librarians engaging widely across the University community. The team endeavour to design optimal interventions to assist with the development of learner capabilities in academic, personal and professional skills, with input into wider University and professional services' initiatives, the establishment of collaborations with Schools and Departments and working directly and individually with students.

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6.1 Learning development in the University

Over the course of 2017/18 the AS&D team has seen increased involvement and influence in a range of strategic institutional initiatives.

6.1.1 Inclusion: Led by the Inclusive Learning & Teaching Practices Group, which comprises expertise from within LLSS (AS&D and ALS), Department of Higher Education (DHE), Technology Enhanced Learning (TEL) and Quality Enhancement, work on the adoption of University-wide inclusive educational practices has progressed during 2017/18. The group has investigated and evaluated current sector practices and trends and, while its recommendations are to be presented outside of the time frame of this report, its thinking has contributed to the development of the new institutional Captured Content Policy and the Education Strategy.

6.1.2 Programmatic Assessment and Competency Based Education: In anticipation of the forthcoming institutional curriculum review, members of the team have contributed to the work of the research group exploring programmatic assessment and competency based assessment. Learning Development Advisers have been able to apply experiences of holistic learning development to discussions of the benefits of whole-programme course and assessment design.

6.1.3 Foundation Year: A new model of close collaboration with Faculties to provide bespoke, fully-embedded learning development within the curriculum is integral to the Foundation Year programmes being implemented in FASS and FEPS to run from 2018/19. The appointment of a Teaching Fellow in Learning Development for each of the two strands has facilitated the integration of learning development from the initial stages of curriculum design. Timely, subject-based interventions which acknowledge the needs of learners transitioning to University are planned throughout the programme.

6.2 Learning development in the Faculties: integrating holistic learning development

Collaboration with Faculties to deliver curriculum embedded learning development opportunities continues to develop. Working with academics

to map interventions to learning outcomes and assessment, the team Learning Development Advisers and Librarians ensure that learning development provision is relevant to subject content and student needs. Examples of collaborative embedded learning development activity include:

- Economics Level 6: themed weekly sessions over 3 weeks to address writing in the topic, using evidence and referencing skills;
- Hospitality and Tourism Level 6 and PGT Business: - research developing a collaborative reading list for students to integrate academic and subject sources;
- Health Sciences levels 4, 5, 6, 7: - Critical and holistic care-planning using Lego Serious Play;
- Veterinary Science final year / year 5 – pre IMR year - Resilience and Reflection workshops;
- Psychology level 6:- Creative approaches to exam revision using Lego Serious Play;
- Mathematics Level 4:- ‘Professional Skills’;
- UG Electrical and Electronic Engineering and MSc Biomedical Engineering: - on group working.

	2015/16	2016/17	2017/18
Sessions	73	112	97
Attendees*	4,473	4,937	4,462

Fig. 1 Learning Development Adviser-led faculty-embedded activities

	2015/16	2016/17	2017/18
Sessions	243	253	257
Attendees*	8,922	9,807	8,245

Fig. 2 Learning Development Librarian-led faculty-embedded activities

* approximated for lecture theatre settings



6.3 Personalised learning development

6.3.1 Online Academic Skills and Development 24/7:

With the aim of providing inclusive and accessible tools to support both independent learning and new pedagogic practice, work has continued on the creation of a suite of dedicated, quality online learning resources. These include: 9 new 'quick guides' addressing FAQs, accompanied by 6 related videos, 16 video resources addressing common issues encountered by students and 3 complex resources (Starting your University Journey, Critical Thinking and Presenting your Research).

6.3.2 Open-to-All workshops: In 2017-18 these workshops offered a range of academic skills and personal and professional development opportunities to students at all levels of study. Sessions included public speaking, resilience, transitions for first year and professional training year students and as well as a new workshop on 'Exploring the PhD' aimed at postgraduate students considering progression to higher degree studies.

Innovative workshop design has included using the café style model providing support for students in an informal, flexible and encouraging environment.

Evaluation of the workshops indicated that 99% of participants found the events to be useful, with 94% feeling more confident about a topic after attending a session.

	2015/16	2016/17	2017/18
Number of workshops	36	30	58
Total attendees	267	256	413

Fig. 3 Data on Open-to-All workshop provision

6.3.3 Drop-in sessions and appointments:

In preparation for the move to Level 1 of the Library (Summer 2018), the team has given considerable attention during 2017-18 to the design of an advisory / consultation space which is meaningful to students and offers optimal and appropriately varied learner experiences. While the full benefits will be felt when the team moves to its new Level 1 location, improved guidelines and redefining of the existing space has helped to enhance the quality of interactions during 2017-18.

Over the course of the year the total number of students being supported in one-to-one interactions has increased; notably formal tutorial appointments have increased by c. 49%.

	2015/16	2016/17	2017/18
LD Adviser drop-ins	435	474	649
LD Librarians drop-ins	815	750	688
Total	1250	1224	1337

Fig. 4 Data on Drop-in study advice

	2015/16	2016/17	2017/18
LD Librarian Appointments	179	228	307
LD Adviser Appointments	907	681	1044
Total	1086	909	1351

Fig. 5 Data on Study-advisory appointment requests

“ Revision café, the ever always friendly and available staff willing to help. Honestly, a 10/10 THANK YOU so much! ”

UG Student

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6.4 Programmatic and specific learning development initiatives

In addition to the one-to-one support opportunities, AS&D continues to offer distinctive programmes that enhance the development of learners' personal and professional skills as well as academic skills.

6.4.1 STARS (Surrey's Top Achievers Recognised & Supported) programme: Aimed at Level 5 and 6 students achieving 68% as an average mark in their first or second year, the programme offers a variety of interactions including online elements through a SurreyLearn module. The structure of the programme is informed by the student voice with 248 responses received from a Needs Analysis survey. New initiatives for the programme in 2017-18 included designing an 'Escape the Room' activity and an 'Opening Minds' session focussed on archive research skills.

Eleven workshops were delivered throughout the year, with 215 attendances (165 students). 43% of those that engaged, and subsequently chose to volunteer the information, met one or more of the widening participation criteria.

6.4.2 Back-on-Track (BoT) scheme: The number of students accessing the SurreyLearn Module this academic year was 33, compared with 72 for the previous academic year. The reasons for the decline in engagement with the online platform are unclear but contributory factors could include changes in web presence and marketing of the scheme. The complexity of needs of students eligible for the BoT scheme continues to pose questions about viable models for taking the BoT scheme forward, but enhanced University buy-in will be a crucial component of the planned redevelopment of the scheme in 2018/19.

6.4.3 Writing for publication: Further support to UG students interested in research has been provided in the form of a new workshop on writing abstracts for BCUR (British Conference of UG Research). It was developed and piloted in 2017-18, with the AS&D team subsequently providing on-going individual support to several students preparing their abstracts. As a result, two UG students attended and presented at a conference (BCUR and an external one), their

conference attendance being partially subsidised by LLSS. Both students have subsequently written a conference review for SURJ.

6.5 Learning Transitions: Academic Skills and Development and Widening Participation

6.5.1 In2Surrey Scheme: Members of the AS&D team were extensively involved in supporting the assessment side of the University's In2Surrey compact scheme. This year, the scheme received a total of 415 assignment submissions, a major increase from the previous year. In addition to marking the assignments and providing feedback, the AS&D team served as mentors to members of the Widening Participation and Outreach (WPO) who were less familiar with the marking and moderation processes.

6.5.2 AS&D and Widening Participation: Working closely with the University's Widening Participation and Outreach (WPO) team, the Learning Development Adviser (Outreach) has embedded a range of learning developmental opportunities into various outreach activities. These include 16 summer school workshops on topics such as presenting, research skills and academic posters. Various workshops were also delivered during a Year 10 sustained engagement programme, designed to prepare students to debate a current topical issue with another group.

AS&D also ran a number of Library outreach events for students in years 12 and 13 from local schools and colleges. These on-campus day events sought to develop the academic skills of students whilst getting them prepared for their transition to university study and learning. Events included 'EPQ Skills' and 'Coursework Support'. [Data relating to these events is given in Appendix 4.]

6.6 Sharing learning development practice

Alongside work with academic staff, the AS&D team have forged strong partnerships with professional service colleagues through sharing of good practice and reciprocal promotion of services.

6.6.1 Developing academic staff - Department of Higher Education: AS&D team members are actively involved in the SET Framework within DHE



as mentors for colleagues seeking to gain Senior Fellowship of HEA. The AS&D team also contributed to the DHE workshop programme, presenting a number of sessions, all of which were positively received by participants. These have included:

- Academic integrity and plagiarism: exploring perceptions and misconceptions;
- Creative and innovative approaches to enhancing student engagement in their learning using Lego Serious Play (LSP) and/or PlayDoh;
- Writing for thinking: using short writing tasks to enhance students' disciplinary thinking;
- Developing students' understanding through research-based learning;
- Students as 'informed' researchers: enhancing engagement with literature searching.

6.6.2 Employability and Careers (ECC): Team members have increased collaborations with the ECC through regular meetings, participation in Professional Training Year forums, the Graduate Employability Award and development of the Graduate Attributes Framework. There is potential for further co-working for example providing support for students in developing reflective and resilience capabilities.

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6.6.3 Creative learning development: 2017-18 has seen a huge upsurge in interest in this field as it gains momentum in relation to student engagement, inclusivity and wellbeing. The introduction of innovative and creative approaches such as the ‘escape room’, piloted very successfully for Welcome Week, have developed into student partnerships, with students designing their own escape rooms with the objective of assisting first year students transition effectively to the University environment.

AS&D has also seen an increasing interest from academics wishing to explore learning opportunities provided by team members through creative mediums

such as Lego Serious Play. Sharing of practice has taken place at DHE learning lunches, with innovative initiatives being explored with Faculties including Psychology, Sociology and English and Creative Writing. Through conferences, publications, networking and blogging, team members have received invitations to run interdisciplinary PhD workshops with CUSP (Centre for the Understanding of Sustainable Prosperity) and have had opportunities to share good practice with other HEIs. The contributions of presentations and posters at the annual Association of Learning Development in Higher Education (ALDinHE) 2018 conference has been particularly significant in terms of the positive feedback received.

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

7.1 Declarations

The University’s disability and neurodiversity service, Additional Learning Support (ALS), has continued to embrace the greater numbers of students seeking support whilst studying at the University of Surrey and the increased diversity of disability-related conditions. The statistics, show the number of students declaring a disability in 2017/18 compared with 2016/17.

Disability	2015/16	2016/17	2017/18
Aspergers / Other Autistic Spectrum Disorder	88	112	138
Blind / Partially Sighted	29	26	21
Deaf / Hearing Impairment	49	51	62
Disability Not Listed Above	127	147	140
Long Standing Illness	197	229	291
Mental Health Condition	261	392	535
Multiple Disabilities	53	69	106
Physical Impairment / Mobility Issues	94	103	105
Specific Learning Difficulty e.g. Dyslexia	860	939	1,105
Total	1,757	2,068	2,503

Fig. 6 Total number of students declaring a disability, as defined by HESA criteria [Data provided by SS&A Student Data team from the SITS Snapshot data, which feeds the Business Intelligence system which captures data on the student population on the 1 December each year].



Disability	2015/16	2016/17
Aspergers / Other Autistic Spectrum Disorder	22	22
Blind / Partially Sighted	1	1
Deaf / Hearing Impairment	2	2
Disability Not Listed Above	12	6
Long Standing Illness	17	14
Mental Health Condition	31	35
Multiple Disabilities	15	17
Physical Impairment / Mobility Issues	8	11
Specific Learning Difficulty e.g. Dyslexia	126	134
Total	224	242
Students previously registered with ALS, requesting a new or up-dated LSA		50

Fig. 7 New students registered with ALS with disabilities, as defined by HESA criteria

Faculty	Number of students registered with ALS	
	2016/17	2017/18
FASS	434	344
FEPS	291	285
FHMS	455	422
Total	1,180	1,051

Fig. 8 Disabled students by Faculty

2017-18 has been a year in which ALS support to students has been reviewed and expanded with a view to enhancing the experience of students with disabilities and fully embracing the inclusion agenda.

7.2 Support for students with Autistic Spectrum Conditions (ASC)

7.2.1 Early Induction programme: The 2017 Early Induction for students with autistic spectrum conditions saw the highest number of attendees to date – 18. In a new partnership with Widening Participation and Outreach it was possible to expand the scope of the induction, securing additional funding to employ WP Student Ambassadors. A new program was devised, expanding the elements of the induction that students found most useful. A peer support dimension was also added for the first time with students from last year's induction attending and sharing their experiences.

“ Really great induction. It's meant that I've really settled into Uni. I feel confident about the next few months and feel like I can now easily reach out for help when I need it. ”

7.2.2 Workshops: Having reviewed additional provision for students with ASC, both in the UK and USA HEIs, a weekly workshop programme was launched for students with ASC that focused on social communication and interaction to encourage student engagement in University life beyond the academic. This was aimed, initially, at students who had attended the 2017 Early Induction but expanded to include other students with ASC. The Widening Participation team assisted in the analysis of student feedback from the programme: students consistently recorded that they gained knowledge and valued the weekly sessions.

Following this positive evaluation of the weekly workshop programme further funding has been approved to support the programme in the Academic Year 2018/19.

“ They have really helped me to feel settled at Surrey, providing me with a consistent, supportive environment that has truly helped me to gain the confidence to get everything I've wanted out of university. I truly believe that others would benefit from the workshops going forward. ”

7.3 Support for Students with Mental Health conditions

In line with national trends, increasing numbers of students are experiencing high levels of anxiety and depression. The introducing of weekly support groups has acted as a forum for students to discuss difficulties they are facing and provide peer support. A range of topics were covered, including improving work/ life balance, managing work-related anxiety, increasing motivation and dealing with perfectionism. Students developed a range of relaxation techniques, such as mindfulness exercises and calming visualisation.

In response to feedback, several craft activities were organised; participating students reported that they helped them deal with anxiety in a constructive way. ALS will continue with this provision in a similar format, allowing time for psychoeducation.

7.4 Workshops and Drop-Ins for students with Specific Learning Differences

A positive start to the academic year is crucial for every student; for those with disabilities it can make the difference between a successful transition and the decision to pull out of their course. Students with specific learning differences arrive at University concerned about their ability to manage study demands. Weekly Workshops and Drop-ins were established to reach students not previously registered with ALS. The Drop-In provision continued throughout the year, providing welcome additional small group and peer support opportunities.



“ Don’t think I could have continued with my course if I had not had this support. ”

During the year much effort has been applied to establishing processes to monitor and evaluate ALS support interventions, such as Workshops and Drop-Ins. Through collaborative work with the Widening Participation and Outreach Team, it has been possible to demonstrate positive impacts, thus enabling ALS to secure funding to expand these provisions.

7.5 Review of Non-Medical Helper (NMH) provision

In the last academic year a total of 149 students received NMH support; 8 of whom received two forms of support running concurrently throughout the year. Such support includes specialist study skills tutoring for students with SpLDs, mentoring for students on the autistic spectrum and mentoring for students with mental health concerns. Approximately 4,500 hours of support were provided.

A review, leading to improved procedures for DSA-funded support has resulted in significantly enhanced provision for students. Increased student satisfaction can be demonstrated in appreciative and positive feedback. As a result of this review, cost-recoverable income has shown a noticeable increase, totalling: £127,600 for the academic year 2017-18.

“ I couldn’t have done it without the support provided..... way beyond that expected. ”

Due to further changes in DSA funding, the University took on the responsibility for providing students with note-taking in lectures. 7 students were provided with approximately 600 hours’ worth of note-taking over the year, costing around £8,000.

7.6 Practical support

7.6.1 Mobility scooter: In 2017-18 ALS purchased a mobility scooter to lend to students who have difficulties navigating the campus due to varying health conditions. A student studying a part-time Masters used it on a weekly basis and advised that, if it had not been available, she would not have completed the year.

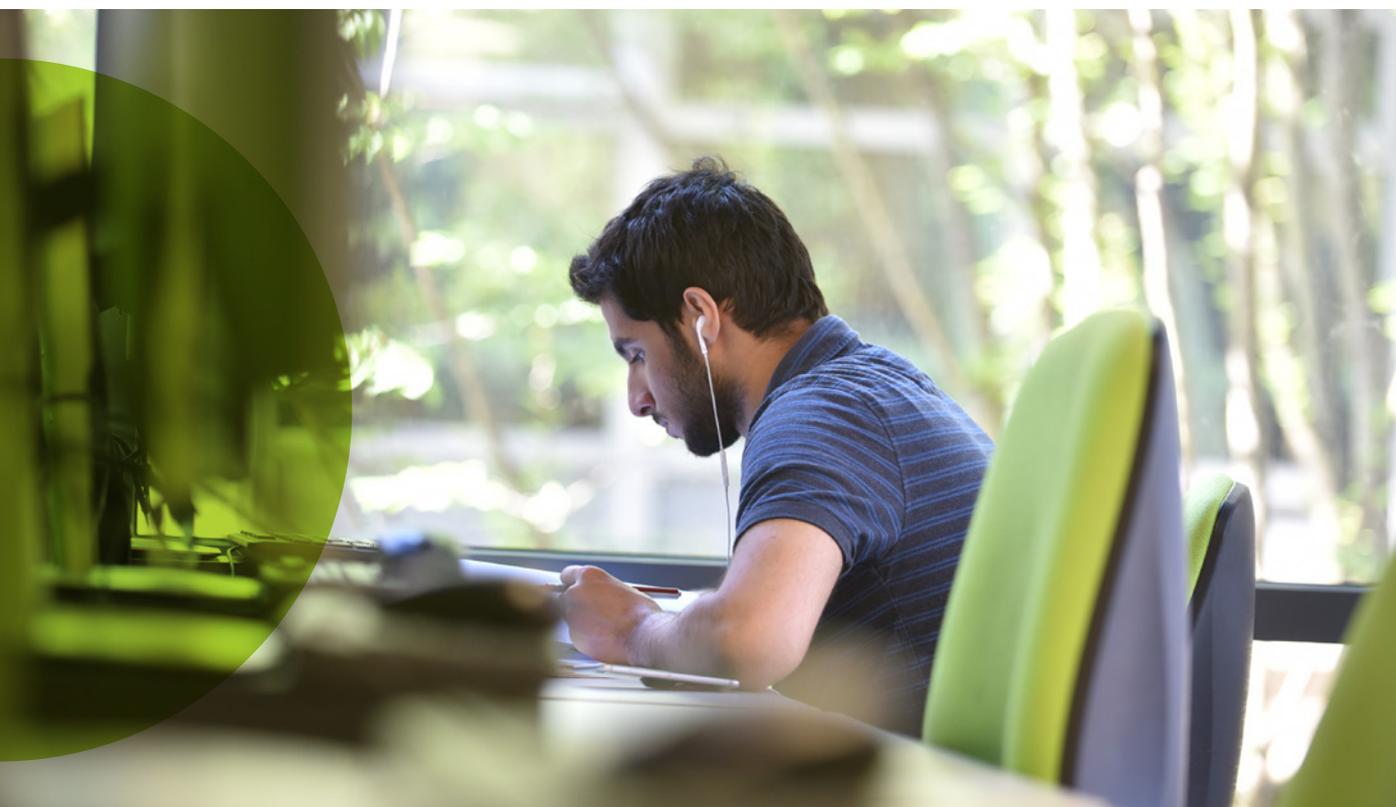
7.6.2 Accommodation and parking: ALS continued to process Accommodation and Parking applications in 2017-18. Following the DSA changes of 2016-17, ALS increased the number of accommodation subsidies offered from 17 in 2016-17 to 89 this year, almost £150,000 worth of support.

7.7 Wider University involvement

7.7.1 Accessibility: On-going collaborative work with Equality and Diversity has enabled ALS to share in the launch of the Disabled Go campus accessibility app. Representation on the re-formed Disability and Access Strategy Group has continued with members of the team sharing in the work of several of the sub-committee groups.

7.7.2 Advancing inclusive practices: Throughout 2017-2018 members of ALS, in collaboration with other key areas of the University, have been actively involved in LLSS-led work examining inclusive and student-centred learning and teaching practices. This work will help to ensure that the University is best-placed to fulfil its legal duties to fully anticipate disabled student needs. It will help to advance key themes in the University’s new Education Strategy, 2018-22 around inclusive practices and it should result in significant benefits for disabled and non-disabled students alike.

During 2017-18, funding was obtained to ensure the service will be able to engage in a substantial increase in staff training and development activity across the institution in disability and related issues, offering further opportunities to advance the inclusive learning and teaching agenda.



8 | Research Support

8.1 Scholarly communications

8.1.1 Repository and open access: The content of the Surrey Research Insights repository and publication database increased by 14% in the year with 6,435 new entries. The deposits comprise:

- 1,756 full text items (1,248 were newly published papers submitted on acceptance)
- 970 bibliographic records for publications from academic colleagues new to the University
- 235 new PhD theses
- 3,474 digital copies of University of Surrey theses, retrospectively digitised

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 93% of the papers (1,248) produced by University affiliated researchers had been submitted within the required 90 days of acceptance, with a further 4% of papers found in other recognised repositories. The remaining 3% required additional investigation. This compliance level is positive in relation to the forthcoming REF.

In terms of the impact of the repository, 2017-18 saw just under 1,000,000 downloads of full-text open access versions of Surrey research outputs. These included:

- 542,589 journal articles
- 248,719 theses
- 113,302 conference paper
- 40,340 book chapters
- 8,856 monographs.



8.1.2 Promoting open access – Open Access

Week 2017: The Open Research team are active ambassadors and advocates for ‘open access’ and ‘open science’ as indicated in their leading of the University’s commitment to imminent implementation of the UK-Scholarly Communications Licence.

In October 2017 the team organised a series of events aimed at promoting open access culture and understanding and providing Surrey researchers with the opportunity to keep up to date with current trends in scholarly communication. Launched by the Vice Chancellor, and including external speakers from Imperial College and the British Library, topics covered; managing your research data, adoption of the UK Scholarly Communications Licence, using scholarly identifiers and ways to promote research. Representatives from each Faculty also had the opportunity to take part in a panel discussion to debate the present and future of scholarly communication, especially with respect to their own disciplines and research culture.

8.1.3 Research Data Management (RDM):

Throughout 2017-18 the University has continued to be involved with the JISC pilot project for provision of an RDM infrastructure. Although there has been progress with aspects of the implementation, the University’s RDM Steering Group has become concerned at the delays being experienced and at the compromised functionality of the systems. Given the potential risk to the University, the decision was taken to explore an alternative solution and become an ‘early adopter’ of the Esploro project. In the meantime the LLSS RDM advice and support service has continued to assist researchers one on one and continued to keep the importance of RDM at the forefront of researchers’ minds with departmental meetings and updates.

8.1.4 Research metrics: Over the past seven years LLSS has led the sector in provisioning a ‘bibliometrics service’. Even with a change of personnel during the year the service has continued to go from strength to strength, providing expert advice and reports to members of the Executive Board and colleagues in Strategic Planning as well as others across the institution.

8.2 Researcher Development

The academic year 2017-18 was the first full year in which the Researcher Development Programme (RDP) was integrated into the University’s federated Doctoral College, putting researcher development and support at the heart of this new initiative. During this year it was possible to overcome initial challenges arising from changes to the IT infrastructure and fully capitalise on the new staffing that accompanied the Doctoral College initiative. Toward the latter part of the academic year, a review of the organisation of the Doctoral College resulted in the formal alignment of RDP within the Doctoral College.

8.2.1 PGR Development: The year end review of RDP activity shows that the team delivered 231 PGR workshops, 36 bespoke workshops for specific departments/programmes, 24 Researcher Café sessions, 8 mini writing retreats and 6 Plan It, Do It sessions in the 2017-18 academic year: i.e. a total of 305 events compared with 286 the previous year. The attendance for workshops alone exceeded 2,000 and 93% of all incoming doctoral researchers have engaged in their compulsory Welcome to Your Doctorate and Confirmation process workshops. Utilising the virtual technology Zoom, it has also been possible to include groups of researchers located off campus. RDP training staff also held 237 one-to-one sessions focused on skills as well as pastoral support; up from 144 the previous year.

8.2.2 Research Skills training in collaboration

with faculties: In response to PRES and PGR feedback, training provision in research skills has been expanded. New expertise within the team, combined with the time and resources to work more closely with academic colleagues across the faculties, has led to a widening of provision integrating new generic training with training offered in the department. RDP has worked with departments to create Methodologies and Statistics sessions, as well as interdisciplinary reading groups.

8.2.3 Research Skills training in collaboration

with faculties: A key aim of the Doctoral College (DC) is to build a more positive research culture and support a collaborative researcher community. Over the past

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year, RDP and the Doctoral College have delivered events that bring researchers together across discipline and foster community building. These events include:

- Two ‘Surrey Researcher Entrepreneur’ events, one hosted by University of Surrey, the other by Surrey Chambers.
- A Three Minute Thesis competition, with Prof. David Sampson as one of the judges.
- The Doctoral College conference, for which RDP provided presentation training for the oral and poster presenters. RDP also provided special training sessions for the conferences international guest presenters, who were funded to attend by Santander.
- The new Institute of Directors (IoD) Student Membership Programme has involved 44 enterprising student members who have been able to participate in a wide range of events hosted by the IoD and Surrey. A researcher-led committee has been the driving force in delivering a suite a University sessions featuring a range of IoD members and other business leaders.

8.2.4 Early Career Researcher (ECR) development:

The Doctoral College has taken on the remit of supporting the ECRs and has linked this support

with the University’s HR Excellence in Research (HR EIR) initiative. In the course of the year the University was successful in retaining the HR EIR recognition with the reviewers being highly positive about the submission and asking the University to submit a case study in the next submission.

8.2.5 Supervisor and examiner development:

The year has seen a continuous demand for supervisor training, both compulsory training for new supervisors and continuing professional development for experienced supervisors; 257 supervisors attended sessions. After attending training, supervisors continue to engage with the Doctoral College, contacting the College for additional information, with queries and for support as well as recommending their students to the College’s services. Examiner training is delivered on an almost monthly basis to keep up with demand.

8.2.6 Mentoring: RDP delivers a variety of mentoring programmes, supporting researchers from the time they consider the possibility of embarking on doctoral study through to the early career academic stage. Programmes include the STARS mentoring programme (UG-PGRs), transitions to mentoring (PGR-more senior PGR), ECR programme (ECR-more senior ECR or academic) and the employer mentoring programme (ECR or PGR-someone outside of academia). The programmes continue to grow in popularity with 151 pairs this year.

9 | Archives & Special Collections

2017/18 was a busy year for Archives & Special Collections with a number of cataloguing projects being completed, on-going process improvements implemented and the growth of exhibition work around the E H Shepard collections continuing to increase our international connections and profile.

9.1 Outreach and Engagement

9.1.1 Support for teaching: During the year 9 inductions or module support sessions were delivered engaging 116 students. Feedback on the A&SC input into a module for BA Dance was received for the first time via the MEQs achieving 98% positive feedback and with one student commenting that it was “Useful to make use of archive services and build research skills.” In addition

a new workshop with staff from SPLASH was offered to STARS students enabling these students to enjoy drawing on primary sources and seeing the benefit to their research and critical thinking skills.

9.1.2 Publications: The team published a new resource to support A Level Dance which sold over 120 copies.

9.1.3 Exhibitions: August 2017 saw the opening of an exhibition focused on E H Shepard’s WWI materials at Huis Doorn historic house museum in Holland. The A&SC Manager attended the launch and the 4-month exhibition was a major success with the museum seeing 11,000 extra visitors during the period of the exhibition, 3,000 more than the extra 8,000-9,000 anticipated. In December a significant



exhibition opened at the V&A Museum titled Winnie-the-Pooh: Exploring a Classic. The exhibition borrows items from both the E H Shepard Archive and the Egmont UK Ltd Collection and drew in just short of 140,000 visitors between December and April, well above the 100,000 expected. The exhibition has now travelled to the USA and will then move to Japan. The processes engaged in for these two exhibitions have established procedures for exhibition management which will continue to be developed through future exhibitions work. 2017/18 also saw the early stages of planning for two overseas exhibitions for 2018/19 which draw on these two Shepard collections.

9.1.4 National initiatives and awareness raising:

Once again, the archives team engaged with the national initiatives 'Explore your Archive' and 'Heritage Open Days' in order to reach new and different audiences. Displays have also been provided at University Open Days and A&SC have worked with Surrey History Centre to host their display linked to LGBTQ+ for LGBT History Month in February. These activities attracted a total of 452 public visitors to the Archives Research Room.

Collections continue to be promoted through social media, with Instagram a particularly successful medium because of the visual nature of archives. With 87 posts made across the year Instagram has seen a huge growth in followers from 283 at the beginning of the year to 638 followers at the end. In addition 14 blogs were written during the year.

9.2 Collections' use and development

9.2.1 Use of collections: During the year 160 researchers visited the Research Room, 183 information requests were received, 6691 items were retrieved for use, 404 copies of items were requested for private study and commercial purposes, and 62 items from

7 collections were used in published outputs including books, journal articles, conference papers, presentations, teaching and artwork. The Rudolf Laban Archive continues to be the source of the greatest number of publication requests.

9.2.2 Development of collections: 88 new accessions (totalling 73 linear metres) were received. These included: accruals to Maurice J Summerfield Collection, Festival Welfare Services and Green Candle Dance Company, the addition of the Motus Humanus Collection and a bequest of an original The Wind in the Willows pencil drawing from an alumnus professor to the E H Shepard Archive.

Through projects and cataloguing by the team, 1523 new records were released on the public catalogue CalmView. Archive storage space was improved by converting book shelves to double depth storage for archive boxes, thus increasing capacity where it is needed. A locations audit in the strong rooms which will enable better collections management has been commenced and improved procedures for environmental monitoring.

Work on the collections has benefitted from the contribution of three alumni volunteers and from the appointment of temporary staff made possible due to salary savings from a vacancy. The team have also hosted an MA English student on a mini placement.

9.2.3 Project work: Funding was received from collection donors and owners to carry out four projects. These included cataloguing of the Egmont UK Ltd Collection and Shepard Trust Archive (both on deposit with the University), survey work on behalf of the Shepard Trust, processing of the small organisation collection for Motus Humanus and completion of the Battersea Oral History project funded by Alumni and Development (now Advancement).

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Appendix I 1

Statistical Summary of Library Activity

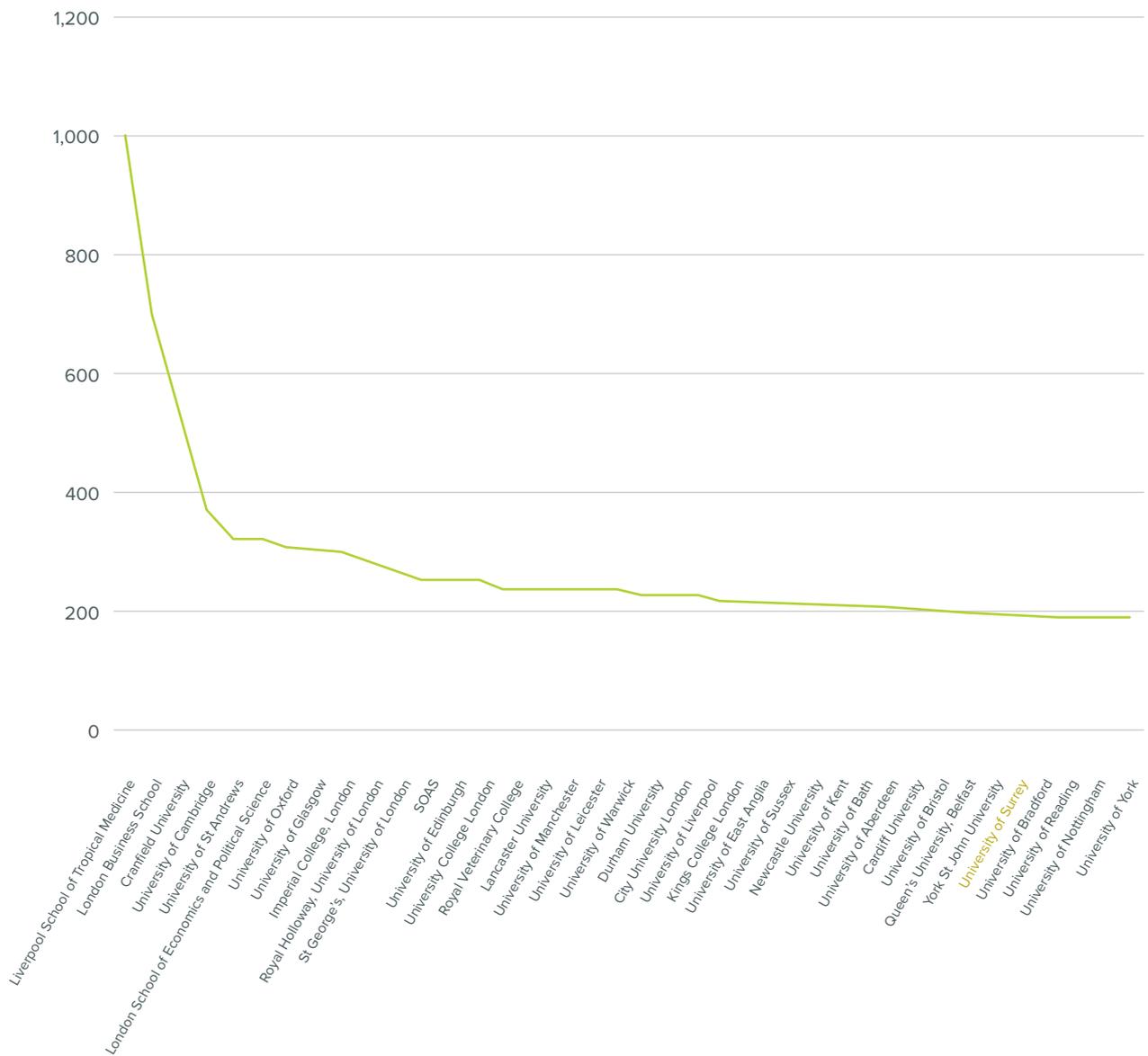
Library users (FTE)	2014-5	2015-6	2016-7	2017-8	% change on previous year
Students	14,094	15,280	15,719	15,684	-0.45
Academic Staff	2,734	2,590	2,736	2,894	5.77
External Users	1,598	1,633	892	636	-28.7
Use of Libraries					
Number of user visits	1,026,945	1,051,429	1,180,339	1,271,623	7.73
Loans	116,402	107,322	84,849	73,744	-13.1
Laptop loans			15,568	34,689	122.82
E-resource downloads	3,453,676	5,748,763	5,981,768	5,811,040	-2.85
Downloads from SRI OA	1,091,759	994,239	966,221	969,012	0.3
Library materials (Books, journals, e-resources)					
Total catalogued items	360,324	400,881	313,879	323,885	3.19
New books (print) added in a year	8,288	3,838	4,719	4,750	0.66
Expenditure on Library materials					
Books / one off purchase	£363,123	£258,806	£443,898	£463,150	4.34
Journals, print and electronics / continuous titles	£2,775,550	£3,105,421	£3,206,235	£3,370,169	5.11
Interloans	£18,632				
Total	£3,157,306	£3,364,227	£3,650,133	£3,833,319	5.02
Library buildings					
Total area (sq m)	13,258	13,258	13,258	13,258	No change
Study Space	1,479	1,340	1,340	1,540	
Space with PCs	425	425	425	425	
Laptops for loan			48	96	



Appendix | 2

Benchmarking of Expenditure on Information

Top 38 Universities on spend on information resources by FTE (Student & Staff combined)



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Appendix | 3

Detail of AS&D Outreach Activity

Name of Session	Date	No. of individual workshop sessions	No. of attendees
Mature Learners Pre-entry Day	Sept 2017	1	82
In2Surrey Pre-entry Day	Sept 2017	1	58
Student Ambassador Training Workshop	Nov 2017	1	90
HEQ Session	Nov 2017	2	8
A Day in the Life of a Student	Nov 2017	1	28
EPQ Skills Event	Dec 2017	2	13
In2Surrey Assignment Session (Reflective Skills)	Feb 2018	1	380 (Students and Parents)
Year 10 Programme	Feb and Mar 2018	2	70
Brooklands Coding Day	Mar 2018	1	35
Ark John Keats Visit	May 2018	4	150
HEON Summer School	Jun 2018	1	13
FASS Summer School	Jun 2018	7	90
FHMS Summer School	Jul 2018	5	130
FEPS Summer School	Jul 2018	1	90
EPQ Open Day (Bohunt Sixth Form)	Jul 2018	4	40
Young Carers Summer School	Jul 2018	1	60
Residential Masterclass Session (Summer School)	Jul 2018	1	30



Appendix | 4

Record of Scholarly and Professional Activity 2017 - 18

Internal presentations and conferences

Anthony, J., Barnett, L. & Lowe, J. "Utilising Agile Project Management to create e-resources for students", Surrey ExciTeS Excellence in Teaching Symposium, 3 January 2018.

Barker, H. & Lisk, R. "Active interactions: rethinking and transforming the learning experience in one-to-one interactions", Surrey ExciTeS Excellence in Teaching Symposium, 3 January 2018.

Gravett, K. & Kinchin, I. "Referencing, empowerment and identity: exploring barriers to agency through academic literacy practice", Surrey ExciTeS Excellence in Teaching Symposium, 3 January 2018.

Hill, A., Batson, C., Roberts, E. & Stephen, C. "Personal digital textbooks for all: reality or idealism at the University of Surrey removing barriers to learning", Surrey ExciTeS. (Excellence in Teaching Symposium);, 3 Jan 2018.

Hill, A., Wise, H., Lowe, J. & Barnett, L. "Library Escape Room Challenge, Escape rooms for educational purposes", Surrey ExciTeS. (Excellence in Teaching Symposium), 3 January 2018.

Stead, R., Barton, C., Polly, Z., McNamara, A. & Henslee, E. "Active learning with Lego Serious Play: a showcase of action research from the disciplines – BA Child Nursing, BA Acting, MA English Literature; Creative Writing and the Researcher Development Programme", Surrey ExciTeS Excellence in Teaching Symposium, 3 January 2018.

External Presentations and conferences

Barnett, L., Hill, A., Lowe, J. & Wise, H. "'Save the Stag' Library Escape Room": Designing educational escape rooms to enhance students' learning and University experience", ALDinHE 2018: The Learning Development Conference, 26 - 28 March 2018.

Batson, C., Hill, A. & Roberts, E. "From Library process to pedagogic scaffold: Aspire reading list engagement at the University of Surrey", Talis Insight Europe 2018; 1 - 2 May 2018.

Daoutis, C.A. & Gilliam, C. "Adopting open research practices: engaging doctoral students through debate-based learning", Researcher Education; Development conference University of Sheffield, Sheffield, 12th October 2017.

Dowle, S. & Duke, D. "Towards a Shared Understanding of the Globalised 21st Century Doctorate", 11th EUA-CDE Annual Meeting: Excellence through Diversity: Doctoral education in a globalised world, 7 - 8 June 2018.

Duke, D., Denicolo, P. & France, C. "Supervising across boundaries: The new professional development challenge", Workshop on doctoral education reform in Europe European University Association, 25 January 2018.

Hill, A., Wise, H., Lowe, J. & Barnett, L. "Escaping the welcome clichés (poster)", LILAC Conference, 4 - 6 April 2018.

Hopkins, S., Henslee, E. & Jones, E. "Supporting the mobile researcher through innovative virtual researcher development", Vitae Researcher Development International Conference, 11 - 12 September 2017.

Messenger, W., Hopkins, S., Hoarle, H., Kings, K., Pepperell, R. & Sears, J. 13 - 14 June 2018, "Supporting student transition to post graduate study within the MA Education", 15th annual Learning and Teaching conference: Unlocking potential the key to inspiring life-long and life-wide learning University of Worcester.

Spencely, C., Hopkins, S., Henslee, E., Gilliam, C. & Duke, D. "Getting rid of our researchers!", Vitae Researcher Development International Conference 2017, 11 - 12 September 2017.

Stead, R. "'Bricking it!' – Lego Serious Play in the Disciplines. A risky business?", ALDinHE 2018: The Learning Development Conference, 26 - 28 March 2018.

Stead, R. & Anthony, J. "Making connections and building resilience at the University of Surrey", ALDinHE 2018: The Learning Development Conference, 26 - 28 March 2018.

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Walsha, R., Lisk, R., Barker, H., Lowe, J. & Trigg, Y. "We are all Learning Developers now": opportunities and challenges of bringing together learning developer, subject-specialist librarian and disabilities expertise into an integrated, holistic learning development setting", ALDinHE 2018: The Learning Development Conference, 26 - 28 March 2018.

Yakovchuk, N. "Exploring the Pedagogical Potential of an Undergraduate Research Journal: The Surrey Initiative", ALDinHE 2018: The Learning Development Conference, 26 - 28 March 2018.

Publications

Barton, C. 2017, "Exploring the experience of undergraduate students attending a library induction during Welcome Week at the University of Surrey", *Journal of Information Literacy*, vol. 11, no. 2, pp. 105.

Daoutis, C. & Rodriguez-Marquez, M. 2018, "Library-Mediated Deposit: A Gift to Researchers or a Curse on Open Access? Reflections from the Case of Surrey", *Publications*, vol. 6, no. 2, pp. 20.

Denicolo, P. 2018, *Fulfilling the potential of your doctoral experience*, Los Angeles : SAGE.

Duke, D. 2018, "When the Words Just Won't Come" in *How to keep your research project on track: insights from when things go wrong* Edward Elgar, Cheltenham, UK, pp. 129-127.

Duke, D. "Embedding a Culture of Supervisor Training and Collaborative Support for Researchers" in *Good Practices in Doctoral Supervision: Reflections from the Tarragona Think Tank*, eds. M. Reguero, J.J. Carvajal, M.E. García & M. Valverde, URV Publications, Tarragona, pp. 45-54.

Julia Anthoney, Rachel Stead & Katie Turney 2017, "Making connections and building resilience: Developing workshops with undergraduates", *Knowledge Management & E-Learning*, vol. 9, no. 3, pp. 404-418.

Wise, H., Lowe, J., Hill, A., Barnett, L. & Barton, C. 2018, "Escape the welcome cliché", *Journal of Information Literacy*, vol. 12, no. 1, pp. 86.

Participation in Professional Boards / Committees

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

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: Member of the Customer Services Group UK Resources task group.

Qualifications obtained

Fellowship of the Higher Education Academy:

- Catherine Batson, Faculty Engagement Librarian
- Ellie Roberts, Faculty Engagement Librarian



Senior Fellowship of the Higher Education Academy:

- Rachel Stead

ALDinHE Certified Practitioner

- Heather Barker

ILM Level 3 Award in Leadership and Management

- Julie Lowe
- Mike Parkinson

Chartered Institute of Library and
Information Professionals

- Louise Pugsley Chartered status
- Fiona Greig Chartered status revalidated

Level 1 British Sign Language

- Joe Hudson

Awards

Yeung, A. & Yakovchuk, N. Assessing the impact of publishing in SURJ on the authorial voice of undergraduate authors in FASS. FASS Innovation in Teaching, Learning and Assessment Funding Competition, University of Surrey, UK.

Talis Aspire User Group award for creativity special commendation: University of Surrey: <https://talis.com/2018/05/21/results-of-the-talis-awards-2018>