

Periodic Review of Information Services: Year-On Response

April 2015

The Support Service is responsible for reporting on progress of all recommendations, including joint recommendations. Recommendations to other areas of the University for action will, as appropriate, be remitted by Academic Services to appropriate areas of the University.

Please report on progress towards meeting each recommendation. Any urgent recommendation should be highlighted along with a deadline for response.

If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation	Timescale for completion <i>If no timescale suggested in Final Report, please indicate a realistic timescale.</i>	Comment on progress towards completion and/or identify barriers to completion	Completion date/ <i>Expected completion date</i>
<p>1. Recommend that appropriate ways of introducing processes for more systematic, planned, strategic and well-communicated approaches to introducing new services and tools, based on consultation and dialogue are considered by the Service. P1 Responsibility of: IS. Ref: 4.7</p>	<p>Started and progressing throughout 14-15 cycle.</p>	<p>This is part of the methodology and launch phases of a project. We have recently developed an improved toolkit with UCISA on how to better manage major projects. An example of where this toolkit has been utilised, is with the Library Management Platform replacement project and includes stakeholders (academic, students, EUSA and Support Groups staff) undertaking project governance assessments throughout the programme, to indicate strengths and weaknesses in communication around the new service.</p> <p>The Learning Technology Advisory Group (LTAG) has been re-structured as a governance body that reports to Senatus Learning and Teaching Committee. LTAG now has a revised remit that encompasses consultation and prioritisation of new initiatives and learning technology services.</p>	<p>31 July 2015</p>
<p>2. Recommend necessary structures are implemented effectively to support integration of DEI and MOOCs into a new division and to ensure that appropriate links are established and communications of the proposed change are effectively disseminated by IS and the University across all relevant academic and support areas. P1. Responsibility: VP. Ref: 4.10</p>	<p>End of 2014</p>	<p>Started; discussions have taken place and agreement on the move of DEI and MOOCs into the new division. Will be completed by December 2014.</p> <p>The MOOC team is now part of Learning Teaching and Web Services Division.</p>	<p>Completed</p>
<p>3. Recommend further enhancement in terms of improved engagement and communications networks with Schools would help to ascertain library resource needs. P1. <i>Responsibility: IS Library Academic Support/ School library representatives. Ref: 4.19</i></p>	<p>Started and progressing throughout 14-15 cycle.</p> <p>Continuing in 15-16 following the</p>	<p>IS already has dedicated Academic Support Librarians and IS Consultants for each School and we will continue to work with the appropriate individuals, groups and committees in each of the Schools to strengthen the links with IS.</p>	<p>31st July 2016</p>

	<p>establishment on the new LTW division.</p>	<p>During 2015/16 we will work to ensure that IS learning and teaching consultants are also available to attend learning and teaching groups and committees in each of the Schools, to assist in development of plans and strategies.</p> <p>We trust that the appropriate School library representatives will be able to participate fully in devising and agreeing improved processes.</p> <p>Two significant campaigns have been launched in 2014 to support development of Library resources:</p> <ol style="list-style-type: none"> 1. A Course Collections Pilot is underway, utilising the Resource Lists @ Edinburgh tool (and a centralised purchasing fund) to acquire books required for taught courses. The programme will soft-launch into a live service in the 2015/16 academic year. The service is being promoted through the Library Blog, through School Administrators and Twitter, and is strongly supported by HSS. 2. The Library Resources Plus campaign has re-promoted free services available to student users – ‘Request a Book’, Inter-Library Loans, Find it in Another Library, tell your Academic Support Librarian. In 2013/14, this resulted in 1,285 new books being acquired by the library based on student recommendations (up 182%); and 9,340 books being borrowed from other libraries for our users (up 44%). www.ed.ac.uk/is/library-resource-plus 	
<p>4. Recommend schools could help alleviate the pressure on Library study space at peak times by making available any suitable free space they have for students. Closer dialogue through appropriate channels with Schools to discuss this would be beneficial. P2. <i>Responsibility: IS/ Timetabling Unit Support contacts/School Directors of Professional Services. Ref: 4.20</i></p>		<p>IS has been liaising on non-IS spaces at a College level to limited effect during 2013/14. We will continue these discussions during 2014/15 and 2015/16.</p> <p>The new DHT Hub area was booked out for additional exam study space in both semesters in 2014/15 and was used well as an alternative to the Main Library and Hugh Robson Building at George Square.</p>	
<p>5. Recommend reconsideration of the group study policy is made, in relation to exam periods. P2. <i>Responsibility: LTW. Ref: 4.20</i></p>	<p>2014/15 academic year</p>	<p>In part impacted by 4 above; will be part of planning round discussions.</p>	
<p>6. Recommend that IS explores the scope for further, closer partnership working with owners and stakeholders of interacting systems.</p>		<p>Action is primarily on USG and CSG but IS Applications Division will facilitate and encourage process improvements as they arise.</p>	

P2. Responsibility: Student systems and other owners of interacting systems. Ref: 4.27			
7. Recommend that there could be more School-level representation to ensure better cohesion when planning for peaks in resource load. P1. Responsibility: IS and DoPS. Ref: 5.2	2014/15 and ongoing	We are building a more formal link with the DoPS to establish a clear mechanism for sharing administrative load changes. The Deputy Head of IS Planning has asked to begin the process by meeting with all DoPS in the first instance.	
8. Recommended that there might be benefit in standardising and clarifying communications processes to Colleges. P2. Responsibility: USD. Ref: 5.4		IS already has dedicated Academic Support Librarians and IS Consultants for each School and for each support unit in USG, CSG and IS. We will continue to work with the appropriate individuals, groups and committees in each to strengthen the links with IS. Significant work is being done at College Committee level to standardise processes, especially with the closer working and support for MVM.	31 st January 2015
9. Recommend enhancement in partnership approach by developing closer links with local staff where appropriate. P3. Responsibility: IS / school contacts. Ref: 5.5		As per 7 and 8 above.	
10. Recommend that Surveys Team ensures that distinction is made between physical and virtual library in any relevant surveys and explicit ways of eliciting specific feedback on virtual/physical library are clarified P2. Responsibility: Survey team – Lisa Scattergood. Ref: 5.7	Immediate from semester 1 in 14-15	IS will take action to ensure that all in-house IS managed surveys make the necessary distinctions. NB – Academic Services (Marion Judge) has contacted Student Surveys Team, who confirm that these points will be taken on board in future ESES surveys.	30 th Sept 2015
11. Recommend that IS pursues with EUSA sabbaticals the possibility of using Class Representatives, and if appropriate School Council representatives, as a means of recruiting students to engage with IS. P2. IS / EUSA sabbaticals, School Council reps. Ref: 5.11	Begin discussions after induction of new class reps at end October 14.	Initial discussion held and development of possible interactions and responsibilities will continue to be developed during session. L&UC and LTW divisions both have established ‘Student Engagement Officer’ roles with a specific remit to develop skills, placement, internships and student volunteering opportunities within IS.	31 st July 2015
12. Recommend that the University implement a more rigorous ranking structure to ensure appropriate prioritisation and care in use of resources – both within IS and the Schools. P1. IS / appropriate VP. Ref: 5.12	About to start	IS can advise as part of the planning round where resources should be invested. With regard to Schools, the responsibility would lie with Colleges. IS can advise where duplication occurs and recommend how that might be avoided but it is up to individual budget holders to decide how resources are employed. During 2015/16 IS will work with colleges to progress the strategic links between IS planning and support required to teaching, learning and research.	March 2015
13. Recommend that the University encourages a strategy for wider	2014/15 academic year	This is part of Apps project services agenda however we recognise the need for top-	

engagement of staff in new IS processes / tools. P2. Responsibility: discussion between IS and College Registrars / HR teams re. staff development IAD. Ref: 6.3		down buy-in of what it means to be a College representative on the project boards and project teams. We will work with Colleges and IAD over the coming year. See 8 above.	
14. Recommend that representatives from IS are formally involved at an early stage in academic course development and review processes. P1. IS / Directors of L&T. Ref: 7.1.1	Action started and ongoing through session 14-15	Discussions have been held with SCE and HSS to try to ensure that Academic Support Librarians and Learning Technologists are formally involved in the new course approval process. In addition, there have already been discussions with the Programme and Course Information Management (PCIM) project on this issue.	31 st July 2015
15. Recommend that there is better recognition within academic governance of the impact of (new) strategies and policies on IS's work. P1. Discussion between IS and Academic Services. Ref: 7.1.2	About to start	Part of the planning round discussions commencing November 2014. During 2015/16, IS will seek to identify business owners outside IS for all our major enterprise wide services as part of our ongoing development of the ISG Service Catalogue.	Completed
16. Please report on steps taken to feedback to students on the outcomes of the review	IS Directors meet EUSA sabbatical officers quarterly to exchange updates on any developments or forthcoming changes and enhancements to services.		