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Create, Innovate, Integrate:

Using the student-driven acquisition service Beckett Books Extra to test ideas of inclusivity and analysis

Amy Campbell, Information Services Librarian
Today’s session:

- What is Beckett Books Extra?
- Overview of service growth and development
- Create, Innovate, Integrate as a model for continuous improvement
- Example 1 – Improving usage
- Example 2 – Tailoring the service to students with disabilities
- Summary
- Questions
What is Beckett Books Extra?

A student-led acquisition service enabling Leeds Beckett University students to recommend books, computer games, CDs and DVDs to the Library to support their studies or research.

Key features:

- Only for students
- eBooks are purchased wherever possible
- Accessed via VLE
- Uses Google Form and Sheet
- Students pick a reason for their recommendation
Beckett Books Extra Service Growth since 2015

- **Total Purchased**
  - Trial 2015: 39
  - 2015-16: 220
  - 2016-17: 304
  - 2017-18: 302

- **Recommendations Received**
  - Trial 2015: 62
  - 2015-16: 294
  - 2016-17: 358
  - 2017-18: 395
Beckett Books Extra purchases since 2015 by format

Trial 2015 2015-16 2016-17 2017-18
Print 32 171 219 166
eBook 7 45 74 130
DVD 0 0 0 0
CD 0 0 0 0
Computer 0 0 0 0
Game 0 0 0 0

Legend:
- Green: Print
- Purple: eBook
- Gray: DVD
- Orange: CD
- Blue: Computer
- Blue: Game
Beckett Books Extra continuous improvement model

- **Create:** Identify issue or opportunity
- **Innovate:** Test ideas & problem solve
- **Integrate:** Improvements become business as usual
Example 1. Improving usage of print books bought through Beckett Books Extra
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Create:

Issue: In 2015/16 only 35% of print books purchased had been used
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Create:
Issue: In 2015/16 only 35% of print books purchased had been used

Innovate:
Test ideas of why this happened
1. Book took too long to arrive
2. Ambiguity of when book arrived
   (student emailed when book ordered but not when book arrived into stock)
Testing ideas of analysis:
1. Calculate no. days between receiving the recommendation & it being ready to borrow
2. Separate books into timeframes 1-30 days, 31-60 days...
3. Look up usage figures for each title
4. Work out average usage for each timeframe

This shows whether the number of days it took for the book to be ready to borrow, correlated with its usage

Idea 1) The longer it takes for books to come into stock, the lower the average usage will be
Idea 1) The longer it takes for books to come into stock, the lower the average usage will be.

80% of print books ready to borrow within 60 days of the student recommending it.

But usage was broadly the same no matter how long it took – Idea 1) disproven.
Academic year 16/17 – A Hold (reservation) was placed for the student on their recommendation:

**Benefits for student:**
- Receive automated email to say the book was ready to collect and central collection point (no more ambiguity)
- Prioritises the processing of their recommendations once in stock

**Issues for staff:**
- Required an adaptation to the workflow of ordering and processing the book

Idea 2) Ambiguity of when the print book arrived into stock
Placing a Hold on print recommendations to improve usage - **Results**

Have items purchased through Beckett Books Extra been issued at least once in year of purchase?

<table>
<thead>
<tr>
<th>Year</th>
<th>Issued (%)</th>
<th>Not Issued (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>35</td>
<td>65</td>
</tr>
</tbody>
</table>

- **71%** of print books were issued in 2016/17.
Placing a Hold on print recommendations to improve usage - Results

71% of print books were issued in 2016/17 – idea 2) worked
Integrate:

Placing holds on print & other physical resources now business as usual

Plus, where a student’s recommendation is purchased as an eBook, they are emailed with a catalogue link to it once it becomes available.
Example 2) Tailoring the service to students with disabilities

Create:

Issue: Improve accessibility for students with disability needs, but still maintain an acquisition policy
In order to Innovate... Collaborate!

Disability support colleagues advised on:

• Likely student needs
• Getting the wording right
• Understanding how eBooks can be accessible
• Support available to students and how to signpost them to it where appropriate
Example 2) Tailoring the service to students with disabilities

**Innovate:**

From Jan 2018: Google Form to ask students if they have a *specific* need for a format of book

“If there is a format of book (print or eBook) that you **cannot** use due to a disability or studying via distance learning please give details below.”
Responses received Jan – May 2018

- Prefer book as eBooks very difficult to read
- eBook due to my dyslexia. Struggle to read on screens
- eBook due to my dyslexia
- eBook would be preferred
- Prefer eBook due to dyslexia

Requested print
Requested eBook
6 students requested a specific format of book due to a disability need between Jan-May 2018 and positive feedback was received.

Hi Amy and Sue,

Huge thank you to you both from myself. 😊

Kindest regards,
S-
Integrate:

- Statement remains on Google form
- Monitoring usage
- Refine procedures for staff
- Will look for any patterns that would be useful for the Disability Support team to be aware of
Adapting an acquisition policy to a student-led service

Benefits to students
• Provides a tailored service
• Recognises and signals we understand their needs
• Buys them resources they want, in the format they need

Issues for staff
Requires increased communication with students:
• Inform them when format can’t be provided, suggest alternatives or further support

Tailored services can lead to fewer purchases but better acquisition decisions:
• Reliant on suppliers e.g. for eBook availability, but this is improving all the time
• Buying only the right format has cost benefits and should increase usage
Summary

Beckett Books Extra is a student-led acquisition service which has purchased almost 1000 new resources since 2015.

The service’s continuous improvement has developed into a framework described as Create, Innovate, Integrate

Key examples include the improvement in usage by placing Holds (reservations) on print books and adapting acquisition policy specifically for students with disability needs

It requires a collaborative approach and for staff to be open to change
Questions?

If you would like further information please contact me:

Amy Campbell
Email: a.a.campbell@leedsbeckett.ac.uk