Library & Digital Support
Annual Report 2015-16

Image credit: http://d1u0vyj1e00z8y.cloudfront.net/wp-content/uploads/ebooks-on-tablets.jpg
Contents

Introduction..................................................................................................................1
1. Highlights of the year...............................................................................................2
2. Teaching, learning and the student experience.....................................................3
3. Learning environment.............................................................................................5
4. Research services..................................................................................................7
5. Content, multimedia and access............................................................................9
6. Staff talent/achievements.....................................................................................11
7. Looking ahead.......................................................................................................12
8. Appendix: Facts and Figures................................................................................13
Introduction

I am pleased to introduce this year’s annual report on this, my fortieth day in post as Head of Library and Digital Support at the University of Plymouth.

The Charles Seale-Hayne Library celebrated its fortieth anniversary on 30th June 2016 and, during those forty years, academic libraries have changed beyond recognition. They have become centres of intellectual excellence – social hubs to connect people with information and the skills to transform this into knowledge. Libraries have been at the heart of the information revolution and we have been coaching scholarly research skills at all levels throughout the digital information explosion. The library’s shift from a repository of collections to a catalyst for discovery and creation has happened across the globe – and, of course, here in the Charles Seale-Hayne Library.

There are three equal key components to providing an excellent student experience within a quality academic library:

a) Space – modern, high quality, inspirational, technology enabled, collaborative and mixed use (including social and noisy, individual and silent). The ‘Learning Commons’ is the heart of library architecture.

b) People – staff who are educators, facilitators, ‘people people’, high quality-service oriented, advanced IT literate, non-partisan.

c) Information and access – increasingly digital but blended, access rather than ownership, IT tools to access digital information, skills to effectively use the IT tools.

In contrast with past libraries, we encourage talking, debate, discussion, sustenance as central to learning. We also cater for those who require space for quiet reflection. The library service is inclusive yet diverse and totally flexible. Our work during 2015/16 focusing on space, people, information and access is evident throughout this report and has resulted in an increase in the NSS score to 90% for question 16 (‘Library resources and services are good enough for my needs’) against a sector average of 87%.

We are grateful to Jane Gosling, who retired in July 2016, for her leadership of LDS. I plan to continue to build on the very high quality of service she inspired and I know I have an excellent team within LDS to help develop this further.

Lesley Castens LLB (Hons), PGDip, MSc, MCLIP, FLFHE
Head of Library and Digital Support (LDS)
October 2016
1. Highlights of the year

Library and Digital Support 2015/16 highlights include:

- Information Specialists delivered 1,225 hours of teaching including embedded curriculum Information Literacy sessions (some co-delivered with academic staff), Inductions, dissertation support, Endnote, Talis Aspire reading list orientation and bite sized and drop-in training sessions.

- Library front line staff answered 28,000+ enquiries on a range of topics covering library & IT support.

- The Library’s 24/7/365 opening hours supported the Curriculum Enrichment Project (CEP) with increased visits (+46%), book issues (+31%) and printing (+645%) over the two week 2015 Christmas period.

- In 2015/16, the library received 1,000,000 visits, print book loans (350,000) were the highest for five years and 450+ individual multimedia items were borrowed.

- Wide format printers were introduced and used by students to print 2,200 individual pieces of work.

- The Multimedia team provided multimedia skills training to improve students’ digital literacy fluency and offered guidance, advice, training and feedback on a range of courses where video skills were required as part of a module.

- The Multimedia team produced 109 films of which 72% were commissioned directly by Faculties and departments. 43,000+ YouTube views were recorded in 2015-16.

- The Edit Suite facility was refreshed and available to help students make the most of their multimedia content and improve literacy skills.

- 2015/16 was the first year of a three year eTextbook initiative to address the hidden costs of education, incentivise a place on a Plymouth University programme of study and level the academic playing field. First year undergraduate students were provided with personal, electronic copies of core textbooks. 20,000+ copies of 289 unique academic titles were distributed to 4,466 new students. This represented 76% of new undergraduates across 82% of programmes. The retail value of the eTextbook provision was £1,436,915 but effective library negotiation resulted in a 67% financial saving and excellent value for money. Student feedback has been very positive.

- Accessibility of scholarly resources has improved. Electronic inter library loan requests can now be accessed on multiple devices and higher quality scans of copyright cleared digital extracts are delivered via the reading lists and the Digital Learning Environment (DLE).

- NSS q16 ‘The library resources and services are good enough for my needs’: 90% (sector average 87%)

- NSS q17 ‘I have been able to access general IT resources when I needed to’: 92% (sector average 87%)

- PTES q14.1.a ‘The library resources and services are good enough for my needs’: 89% (sector average 85%)
• PTES q14.2.a ‘I have been able to access general IT resources when I needed to’: 89% (sector average 88%)

• On 6 June 2016 we held a Library Open day to celebrate 40 years since the opening of the original part of the building. The theme of the day was ‘innovation’, and a visual timeline showing library developments was displayed in the windows, ‘Show and Tell’ sessions were provided, and members of the local community attended a lunchtime celebration (with birthday cake) together with a number of former members of staff.

2. Teaching, learning and the student experience

2.1 Curriculum Enrichment Project (CEP)
Throughout the academic year we monitored our services to assess the impact of the Curriculum Enrichment Project. Loans of physical items increased overall in comparison to 2014/15 with a significant change to the pattern of activity in the period from Easter (Figure 1).

![Physical Loans 2013/14 - 2015/16](image)

*Figure 1: Physical Loans - Monthly comparison 2014/15 - 2015/16*

Access to individual resources was monitored and issues regarding the availability of library resources in time for assignments for large cohorts on the 4 and 8 week modules were observed. This was also reflected in NSS and SPQ comments. As a result, we ordered extra copies, reviewed e-book licenses and targeted specific areas for additional purchasing.

The pattern of Information Literacy (IL) sessions also changed throughout the year (Figure 2) with more sessions delivered earlier in the term. In some modules there has been some innovative practice, involving Information Specialists in the immersive module to establish IL principles resulting in a more embedded experience for students.
2.2 Information Literacy teaching

Information Specialists continued to work closely with academic staff in their designated Schools to ensure that library resources and services supported teaching and learning and the team welcomed two new colleagues, Samantha Brown and Abigail Heath, in August 2015.

Informed by evidence from NSS, SPQ and PTES, as well as feedback via programme committees and staff/student liaison meetings, Information Specialists prepared and implemented programme-focused action plans, including purchasing additional stock, encouraging use of Aspire reading lists and digitised content, promoting LibGuides, and embedding information literacy at appropriate stages of programmes. The NSS score in the Biological Sciences programme increased from 84% to 96% this year, following successful implementation of an effective action plan in the last two years.

Information Specialists delivered 1,225 hours of teaching across a range of Information Literacy topics and formats including embedded curriculum Information Literacy sessions (some co-delivered with academic staff), Inductions, dissertation support, Endnote, Talis Aspire reading list orientation and bite sized and drop-in training sessions.

The total number of hours training received was 34,715.4 as demonstrated in Figure 3.
There was an overall increase in the number of sessions for staff (Figure 4) with demand for Aspire sessions remaining high and Open Access sessions growing in popularity. Conversely, the number of student sessions decreased (Figure 5) and is being monitored.

![Figure 4: Comparison of staff training sessions 2014-15 and 2015-16](image)

Figure 4: Comparison of staff training sessions 2014-15 and 2015-16

Figure 5: Number of sessions per student group

The Multimedia team also contributed to the development of students’ digital literacy skills, by offering guidance, advice, training and feedback to various students on a range of courses where video skills were needed as part of a module.

2.3 Aspire reading lists enabling access to digitised content

During the summer months of 2015 we ran eleven full training courses, six refresher sessions and a variety of individual and School group training sessions. In addition, we ‘rolled over’ 1600+ reading lists and digitised content so they automatically appear in new Moodle sites and developed a clearer Aspire homepage, with a logo that reflects the library: http://lists.lib.plymouth.ac.uk/index.html

2.4 Customer Service Excellence (CSE)

Since December 2015 LDS has been working towards the national government award of Customer Service Excellence® (CSE). CSE is well established across the HE/Library sector and demonstrates that LDS is committed to putting our users at the heart of service provision and its continuous improvement.

3. Learning environment

The Library maintained its 24/7/365 opening hours during 2015/16 which consistently receives favourable comments from students and now includes the ‘Ask the Library’ and IT instant messaging service as well as IT system monitoring and social media output.

"LOVE the space and work times always open – perfect! Done at 02:42 (zzz) AM!!"

"24/7 open plus a wonderful service. What else can we ask for. Best thing ever, thanks xx"  
Returning student feedback October 2015

"Well done on running 24/7/365"  
Student feedback March 2016

"Love all the initiatives you guys have done! Great job!!"

Student feedback March 2016

"Students really like the new layout of library. Particularly level one with the shop and printers etc. all in one place.”

BA Architecture Programme Committee November 2015
Entry figures during the Christmas and New Year period showed an increase of 46% in registered users accessing the building (3,322 to 4,857), a 645% increase in printing (2,227 to 16,598) possibly due to CEP & the post Christmas assessment period and a 31% increase in book loans (1,806 to 2,375).

We changed the layout of services in summer 2015 to establish a single Information desk and co-located print and media facilities on level 1 to provide enhanced support overnight and at weekends. This allowed us to designate level 3 as a Quiet Zone in response to an increasing number of requests for quiet study space. Although infrequently used, the new ‘Noise Alert’ text service has also been positively received.

An additional 30 PC and Macs were installed during summer 2015 and we worked with IT colleagues to upgrade open access PCs in the library and Babbage 102 in January 2016 to address the student and staff feedback ‘computers are really slow’. As a result, negative feedback has reduced considerably, and the IT results in the 2016 NSS survey increased by 4% to 92%. In addition, wireless networking was upgraded to improve coverage and capacity in the library.

During the year approval was received for a major project to relocate and refurbish library toilet facilities during early 2016/17. This will involve significant building work but the toilets have been cause for complaint for many years and we hope that the new, improved facilities will justify the short-term disruption.

The inadequacy of study and social learning space within the library has been apparent for several years and, despite small annual improvements in provision, was identified this year in the students’ written submission to the QAA Higher Education review. The library is represented on the University’s Estate Strategy Steering group and the business case for additional library and learning space will be developed in the year ahead. As part of this, a pilot study in Spring/Summer 2016 tested a range of consultation methods with students and researchers to learn more about their learning journeys and space requirements. The pilot included observations, cognitive maps and touchstone tours.
Multimedia loan equipment has once again been expanded this year due to increased usage and demand. During 2015/16, 450+ individual items were borrowed by students and staff. The Edit Suite was also refreshed and continues to be promoted to help students make the most of content they produce and the opportunities to improve their digital literacy skills.

The self-service, wide format printers introduced last September have been extremely popular. During 2015/16 they were used by students to print 2,200 individual pieces of work.

4. Research services

There has been increased collaboration between the Library and Research & Innovation, and a strong positive cross directorate working relationship is now firmly established. There has been a particular focus on open access publishing and ‘REF-readiness’, including developing systems, workflows and policies, documenting advice and guidance, and delivering advocacy and training.

4.1 Open Access publishing & research publications management

The Library authored the University’s Open Access (OA) Policy, published in March 2016, clarifying roles and responsibilities across the organisation to ensure researchers deposit outputs in a manner that satisfies funder mandates and REF submission requirements.

Work to ensure our research support systems, Elements and PEARL, are able to support compliant deposit was completed including the development of new, integrated, submission workflows and mapping of additional metadata fields required by funders to monitor compliance with their own policies. Workflows to support PhD students in the submission of electronic theses have also been improved.

The user interface to PEARL was modernised and a community area added to support the publication of Plymouth Open Access Journals (cf. Message Journal https://pearl.plymouth.ac.uk/handle/10026.1/5114). Further developments to improve content display (such as thumbnail images derived from deposited files) have also been identified.

The Academic Engagement team have streamlined the guidance for manuscript deposit via Symplectic Elements to Pearl. Advocacy appears to be working well, as evidenced by the page views for our Research Support Guide (Figure 6). Additional online support was developed for recipients of EU, Wellcome Trust and NIHR funding regarding Open Access publishing. In addition, basic online support was developed for ORCiD, a standard for the disambiguous identification of authors, which will streamline research management administration and has benefits for individual researchers. Further work is planned on the integration of ORCiD throughout University HR and research support systems.

![Figure 6: Libguides for researchers - usage statistics](image-url)
4.2 Open access advocacy sessions

Advocacy sessions were delivered via a combination of formal committee cascade, bespoke sessions arranged for research groups and subject areas (Figure 7 below), centrally advertised workshops via the Research Support programme, 1:1s, online guidance and the PGCAP research module session.

<table>
<thead>
<tr>
<th>FoAH</th>
<th>FoSE</th>
<th>FoHHS</th>
<th>PUPSMD</th>
<th>FoB</th>
</tr>
</thead>
<tbody>
<tr>
<td>PedRIO steering meeting (Nov 15)</td>
<td>k3 marine research groups (Nov/Dec 15)</td>
<td>Occupational Therapy research group (Dec 15)</td>
<td>Hepatology group (Jan 16)</td>
<td>x3 FoB sessions (Dec 15, Jan 16, Jan Feb 16)</td>
</tr>
<tr>
<td>PioE research group (Jan 16)</td>
<td>Geography staff meeting (Mar 16)</td>
<td>Nursing &amp; Midwifery (May 16)</td>
<td>Dentistry (Nov 15)</td>
<td>PUPSMD session (May 16)</td>
</tr>
<tr>
<td>English staff meeting (May 16)</td>
<td>Environmental Science staff meeting (Apr 16)</td>
<td>Health Professions (June 16)</td>
<td>Law/Criminal Justice (May 16)</td>
<td></td>
</tr>
<tr>
<td>HPA Research group (Nov 16)</td>
<td>Biogeochemical research group (May 16)</td>
<td></td>
<td>PUPSMD Away Day (July 16)</td>
<td></td>
</tr>
<tr>
<td>Message research group (April 16)</td>
<td>Engineering Research Away Day (July 16)</td>
<td></td>
<td>x2 PUPSMD sessions (July 16)</td>
<td></td>
</tr>
<tr>
<td>Timed business cascade: Faculty research committee plus ADE, A&amp;M committees</td>
<td>SoMSE Away Day (July 16)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 7: Bespoke Open Access advocacy sessions*

4.3 REF Compliance

Processes have been developed for measuring compliance with the REF. Information Specialists now regularly review publications in their Schools, amending records to ensure compliance and producing reports for research leads in schools and faculties.

4.4 Bibliometrics

HEFCE’s Metric Tide report, published in 2015, considered the benefits and caveats of using bibliometrics in assessment exercises. This year, a trial bibliometrics session was offered to researchers with six attendees. Their feedback will help us to develop this area into a standard online support and training session including advice on Responsible Metrics.

4.5 Article Payment Charges (APCs)

A new service to academic staff to support Article Payment Charges for Open Access publishing was developed this year. The library administers the available funds via a new online form through which requests are submitted. The number of APC requests has tripled this year (Figure 8).

*Figure 8: APC requests and expenditure*
4.6 Research Data Management
Following a successful grant bid by the Library and Research & Innovation, the University is one of thirteen Higher Education Institutions working with JISC to develop a Research Data Shared Service (RD SS) for the UK HE sector. This will enable researchers to easily deposit data for publication, discovery, safe storage, long term archiving and preservation. Work started in summer 2016 to gather researcher data management requirements through surveys and focus groups. The University’s contribution to this project is managed by the Digital Curator and the project team comprises representation from Faculties, Research Institutes, the Library and Research & Innovation.

In December 2015 we published a new Research Data Management (RDM) Libguide (see also Figure 9) offering advice on data management planning, guidance on storage options for active research data (including sensitive data), and tips on how to share and archive research data. Research support systems (Elements and PEARL) have been optimised to enable open deposit of small datasets as an interim measure to ensure compliance with funder requirements. This work is critical to respond to the EPSRC open data compliance mandate.

Figure 9: Feedback received relating to the RDM LibGuide

5. Content, multimedia and access

5.1 Process reviews
Process reviews around multimedia production, subscriptions and subscription renewals, materials acquisition, digital content provision, document delivery supply, and APC processing have all taken place this year enabling us to make our services quicker, more efficient and better for our users.

5.2 Acquisitions and collection management
Library procurement processes were internally audited in 2015/16, and declared sound and efficient, demonstrating good practice and offering best value in return for investment through the use of framework agreements and very competitive direct negotiation with suppliers. The Library provides input into the development of regional and national framework agreements, with representation on the Southern Universities Purchasing Consortium (SUPC), ShERIF, and the new JISC eTextbook Publisher Strategy Board.

A study investigated the value for money of our big journal publisher packages including alternative supply methods for the same content. The outcome confirmed the packages represent good value and that alternative supply for this content would be prohibitively expensive.

A major review of Library subscriptions also took place in 2015/16 using evidence of use and cost and including extensive consultation with academic staff.
5.3 eTextbooks
For the 2015/16 academic year, 289 different eTextbook titles selected by academic staff to support teaching and learning, were delivered to over 100 first year undergraduate programmes (Figure 10). The eTextbooks are intended to provide new students to the University with personal access to the core reading they need for their studies. Titles can be downloaded onto up to four separate devices, and read offline. They are provided in an accessible format, and are theirs for students to retain. These advantages help level the playing field for students who cannot afford to buy core books, those who require adaptive technology to help them with their reading, and students who are unable to access the physical collection in the Library, perhaps because of travel distance, or vocational placements. In addition, enhanced technology such as highlighting and notes sharing means that academic staff are able to interact with their students through the text, and students with their class peers, encouraging critical thinking around the content, and aiding with preparation for seminars and assessment.

The titles have been well received by students, with comments including, “The free textbooks that were provided were excellent, and a great help via background reading to the course” (NSS 2016), and “The book bundles were genuinely interesting and had me reading for a while!” (SPQ 2016).

Uptake by students has been good, with 100% of the cohort on some programmes (eg Adult Nursing, and Midwifery) downloading their titles, several programmes showing 90+% uptake (eg Accounting & Finance, BEd Primary, and Occupational Therapy), and many programmes where over 80% of students had taken advantage of the eTextbook titles provided for them (eg Economics, Environmental Science, Maths, Computing, Tourism, Marine Biology, Criminology). The Library is working to increase uptake further, and the extent to which the titles are aligned to teaching, by offering support for students during their induction, and by training academic staff in effective use of the technology.

<table>
<thead>
<tr>
<th>Number programmes</th>
<th>Number of titles</th>
<th>Number of students</th>
<th>Number of copies provided</th>
<th>Combined retail value</th>
<th>Average retail value of books per student</th>
<th>Amount paid</th>
<th>Saving</th>
<th>Average cost per student</th>
<th>Average cost per copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>130+ programmes</td>
<td>289 unique titles</td>
<td>4,466 students</td>
<td>20,274 copies</td>
<td>£1,436,915</td>
<td>£321.75</td>
<td>£467,073</td>
<td>67.49%</td>
<td>£104.58</td>
<td>£23.04</td>
</tr>
</tbody>
</table>

Figure 10: eTextbook services delivery 2015/16

5.4 Multimedia production
During 2015/16, the Multimedia Production Team (www plymouth.ac.uk/student-life/your-studies/library/multimedia-services) produced 109 high quality videos, located on the University’s YouTube channel, which have received over 43,000 views during the year.

5.5 Mobile app enhancements
ALMA (the Library Management System) has been integrated with the mobile app and users are now able to renew loans, view requests and access RefChatter, the library’s instant messaging service whilst on the move. The Library’s room booking service is now also available through the app.

5.6 Information Governance
Policies and practical advice related to information management and governance have been delivered this year with library input including the Information Security Classification Policy, a University Records Retention Schedule and Business Classification Scheme.
6. Staff talent/achievements

Awards/Prizes:
- Aneta Nastaj - Commercial Impact award, Student Employee of the Year Awards.
- Abi Heath – Chartership.
- Abi Heath - Treasurer of ARLG and DARTS from January 2016.
- Nicola Tricker – Alma Certification.

Conferences and other training:

Samantha Brown
- USTLG (2016) Student Engagement with the Library & Its Resources. Chester, 18 May.
- Plymouth University (2016) Vice Chancellors Conference. 01 July.

Abi Heath
- CILIP (2016) LILAC. University College Dublin, Dublin 21-23 March.

Amanda Russell
- Intercultural communication (2015)
- Plymouth University (2016) Vice Chancellors Conference. 01 July
- Unconscious Bias (2016) – online course
- Woman mentoring (2016)

Kate Russell

Amanda Southam

Papers and publications:


7. Looking ahead

Our 2016/17 plans include:

Teaching, learning and the student experience
- Support academic staff and students to make effective use of eTextbooks, digital content, and information tools
- Increase the number of first year undergraduates benefitting from eTextbooks
- Work with academic staff to ensure students develop effective information and digital skills
- Develop & deliver information and digital literacy programmes (in person and online)
- Customer Service Excellence (CSE) accreditation
- Library user consultations regarding learning journey, environment and potential service developments with IT colleagues
- A new induction film with students as presenters, created in a variety of formats and media
- Monitor impact of DSA changes on LDS/IT services
- Review LDS support materials for PGT (including inductions)

Learning environment
- Completion and evaluation of the ‘Accommodation’ project (provision of refurbished toilets)
- Prepare a business case for an additional and enhanced Heart of the Campus cross-discipline and collaborative learning environment

Research services
- Audit and benchmark LDS services to researchers and the Researcher Development Programme
- Implement support and systems configuration for Open Access publishing, Research Excellence Framework (REF) readiness and open data deposits
- Develop researchers’ skills to manage data & outputs

Content, multimedia and access
- Continue development of library services with the mobile app
- Develop more granular ID attributes to enable greater personalisation
- Complete the integration of Talis Aspire and Moodle

Staff development
- Service Desk Institute (SDI) training for Gateway staff
- Leadership training for Team Leaders
- In-house customer service refresher training
Appendix: Facts & Figures

1. Benchmarking against comparator organisations (2014/15 SCONUL data)

<table>
<thead>
<tr>
<th>Institution title</th>
<th>FTE students</th>
<th>Annual visits</th>
<th>Library floor area</th>
<th>Open access workstations</th>
<th>FTE students per open access workstation</th>
<th>Total study places</th>
<th>FTE students per study place</th>
<th>NSS 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coventry University</td>
<td>23,284</td>
<td>1,008,840</td>
<td>10,319</td>
<td>499</td>
<td>47</td>
<td>1307</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Liverpool John Moores University</td>
<td>18,401</td>
<td>1,053,505</td>
<td>12,786</td>
<td>974</td>
<td>19</td>
<td>1455</td>
<td>13</td>
<td>92</td>
</tr>
<tr>
<td>Nottingham Trent University</td>
<td>23,572</td>
<td>2,438,464</td>
<td>13,172</td>
<td>1,104</td>
<td>21</td>
<td>2364</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Sheffield Hallam University</td>
<td>25,912</td>
<td>1,569,693</td>
<td>14,231</td>
<td>1,738</td>
<td>15</td>
<td>2450</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>University of East Anglia</td>
<td>14,232</td>
<td>1,379,820</td>
<td>7,908</td>
<td>339</td>
<td>42</td>
<td>1479</td>
<td>10</td>
<td>93</td>
</tr>
<tr>
<td>University of Exeter</td>
<td>19,420</td>
<td>1,572,541</td>
<td>11,947</td>
<td>237</td>
<td>82</td>
<td>1201</td>
<td>16</td>
<td>88</td>
</tr>
<tr>
<td>University of Leicester</td>
<td>14,464</td>
<td>1,371,954</td>
<td>13,139</td>
<td>387</td>
<td>37</td>
<td>1648</td>
<td>9</td>
<td>91</td>
</tr>
<tr>
<td>University of Plymouth</td>
<td>22,124</td>
<td>1,036,787</td>
<td>8,131</td>
<td>346</td>
<td>64</td>
<td>1542</td>
<td>14</td>
<td>90</td>
</tr>
<tr>
<td>University of Portsmouth</td>
<td>19,506</td>
<td>1,274,845</td>
<td>10,784</td>
<td>458</td>
<td>43</td>
<td>1633</td>
<td>12</td>
<td>89</td>
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</tbody>
</table>

2. Key service data 2015/16

<table>
<thead>
<tr>
<th>Service</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total catalogue (print) book stock</td>
<td>344,990</td>
</tr>
<tr>
<td>Number of ebooks</td>
<td>31,603</td>
</tr>
<tr>
<td>Number of full-text items held in the Institutional repository, available externally</td>
<td>9,042</td>
</tr>
<tr>
<td>Total number of loans and renewals</td>
<td>550,090</td>
</tr>
<tr>
<td>Full-text article requests</td>
<td>2,352,448</td>
</tr>
<tr>
<td>Hours of Information Literacy training received by library users</td>
<td>34,715</td>
</tr>
</tbody>
</table>

3. Library entry statistics – Top 10 Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Marine Science and Engineering</td>
<td>110,528</td>
</tr>
<tr>
<td>Plymouth Business School</td>
<td>105,817</td>
</tr>
<tr>
<td>School of Geography, Earth and Environmental Sciences</td>
<td>93,689</td>
</tr>
<tr>
<td>School of Computing, Electronics and Mathematics</td>
<td>54,236</td>
</tr>
<tr>
<td>School of Psychology</td>
<td>46,152</td>
</tr>
<tr>
<td>School of Humanities and Performing Arts</td>
<td>44,030</td>
</tr>
<tr>
<td>Plymouth Institute of Education</td>
<td>39,749</td>
</tr>
<tr>
<td>School of Biomedical &amp; Healthcare Sciences</td>
<td>39,194</td>
</tr>
<tr>
<td>School of Nursing and Midwifery</td>
<td>29,884</td>
</tr>
<tr>
<td>School of Biological Sciences</td>
<td>26,865</td>
</tr>
</tbody>
</table>