



UK Higher Education Scanning Survey Report

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Introduction

This report presents the findings of a survey into scanning in UK higher education institutions carried out in late 2015. The survey was originally created and run by Jane Secker and June Hedges (Secker & Hedges, 2009). for the book *Copyright and E-learning: a guide for practitioners* first published in 2010 by Facet Publishing The 2015 survey was created by Jane Secker and Chris Morrison for the second edition of the book due to be published in June 2016 (Secker and Morrison, 2016). The survey was designed to capture data about the scanning services for course readings offered by UK universities. It shows how this activity developed in the period from 2010 – 2015 and how it is largely shaped by the Copyright Licensing Agency's (CLA) HE Licence.

This report provides an overview of the findings of the 2015 survey on a question by question basis. There were 72 valid responses with the majority of respondents answering all questions. For any questions where not all respondents provided an answer, percentages are provided based on the number that did answer. The number of respondents for each question is therefore stated. Where possible a comparison with the data collected in 2009 has been included in the report to illustrate the changing patterns of scanning across the higher education sector.

Background and contextual information

The first survey was launched in March 2009 shortly after some amendments to the CLA's Higher Education Licence offerings. At this time there was a Basic licence that permitted higher education institutions to photocopy and scan from print published materials. However a Comprehensive licence also permitted the copying of digital content, for example from e-books, e-journals or databases. In order to update the data and to provide a comparison, a follow up survey was undertaken in December 2015 (Secker and Morrison, 2016). As with the first survey, the 2015 survey was publicised widely on mailing lists for university librarians such as LIS-Copyseek and it was also circulated on the SCONUL mailing list which goes to heads of library services. Both surveys were made available using online survey tools. The 2015 survey included fewer questions than the earlier survey as some questions were considered redundant, particularly where the data could be obtained elsewhere.

The survey was designed to collect information about scanning under the CLA Licence in the UK, but also about operational decisions that were being made in university libraries to support this work. It covered the following areas:

- the number of digital readings made available at the institution and staffing levels to carry out this work
- procedural issues including promotion of the service, scanning processes, management and delivery of readings
- wider issues such as collection management, motivations for scanning and how this activity related to other support for e-learning offered by libraries.

The respondents / institutions

In 2009 44 institutions completed the survey, with some notable omissions from larger universities. However, in 2015 the survey received 72 valid responses. In the interests of

clarity, comparisons are provided as percentages rather than total responses. 71 of the 72 respondents provided the name of their institutions and 69 respondents gave their own names. Individual and institutional names are not reported here to keep the survey responses anonymous, but the responses came from a broad spread of higher education institutions throughout the UK.

Job title and department

The survey was completed by people with a range of responsibilities in both 2009 and 2015, however almost all worked in the university library. In 2015, 20% of those who responded had the word ‘copyright’ as part of their job title, suggesting they had some institutional responsibility for copyright and licensing matters.

Use of scanning and associated services

One of the first questions asked about the external scanning and digitisation services used in the institution. In 2009, 57% of the respondents were members of the Heron service but only 7% used the Heron software PackTracker to manage their digital readings. The contrast in 2015 was marked, with 11% of respondents using Heron services (a significant decrease) and 33% using Packtracker (a significant increase). Additional services that institutions reported using are the Higher Education Scanning Service (HESS), a British Library service used by 76% of respondents, and the CLA Second Extract Permissions Services (SEPS) which was launched in August 2015 and 56% of institutions reported using it. The findings from 2015 are presented below:

Use of scanning and digitisation services by institution. Tick all that apply.

| # | Answer | Response | % |
|---|---|----------|-----|
| 1 | Heron - Full Membership | 6 | 11% |
| 2 | Heron - Packtracker only | 18 | 33% |
| 3 | Higher Education Scanning Service (HESS or EHESS) | 42 | 76% |
| 4 | CLA Second Extracts Permission Service (SEPS) | 31 | 56% |

Total number of respondents who chose at least one of the above options = 55

There were 55 respondents who said they used at least one of these services. The vast majority use the British Library HESS or EHESS service whereas only a small number have full Heron membership. Over half of respondents have been using the recently launched SEPS services from the CLA, although this figure doesn’t tell us the extent to which SEPS has been used.

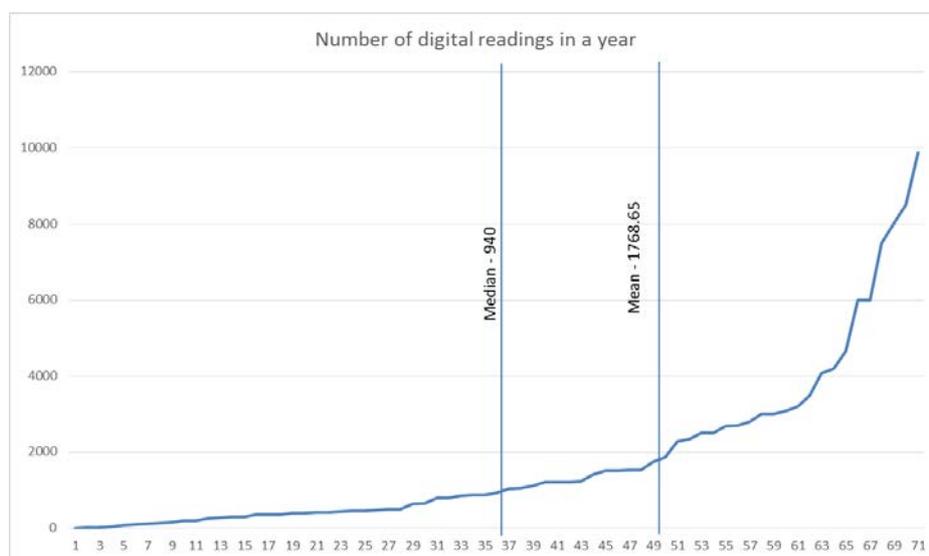
Number of digital readings made available to students in 2014-15

The survey asked approximately how many digital readings were made available to students and the results demonstrate a clear increase in digitisation activities in higher education in the ten years from 2005 to 2015. The blanket licence has clear advantages over the transactional licence that had operated until 2005, as this had been expensive, difficult to budget and time-consuming to process. At this stage it should be noted that the question didn’t ask respondents to make a distinction between scans of print material and use of born digital resources. However the relatively limited use of the born digital component of the licence when compared to scanning means that the impact of respondents interpreting this question differently would be minimal.

Data from 2009 showed there was a huge variation across higher education in the number of items that are scanned each year under the CLA Licence. For example the survey showed anywhere between 20 and 2844 readings were scanned per institution in 2008–9, with a mean result of 515 scans. This variation has continued; in the 2015 survey institutions reported making between 6 and 9871 digital readings available per institution in 2014-15. The mean number of scans in 2015 was 1769. In both surveys the results are skewed by the small number of institutions doing large amounts of scanning and consequently in 2009 the median number of scans was 300 meanwhile in 2015 the median was 940. In 2009 most institutions were anticipating a growth in the number of items they would scan in the next year. Data obtained from the survey in the 2015 show this growth to be significant with the mean number of scans being more than three times greater than in 2009.

Data was obtained from the CLA for the period 2007–8 and this shows the mean number of scans across all higher education institutions to be 341 digitised items per institution, suggesting the group who responded to the survey were more actively involved in scanning. However, compared to previous years, the mean number of scans had grown year on year since the licence was first launched in 2005. In 2005–6 just 46 scans were reported per institution and in 2006–7 this increased to 146.

The CLA supplied updated data for the second edition of Copyright and E-learning, covering the period 2013-15, and this revealed the mean number of scans for each state funded HEI for 2013-14 was 1,449. This was based on full census reporting across all the institutions, although the data collection exercise methodology was amended in 2014-15 so that only a third of HEIs supplied a full return. The mean as reported by the CLA for this year was 1,320 scans, which again suggests that institutions who responded to the survey were those more heavily involved in scanning. The graph below shows the mean and medium number of scans based on the results of the 2015 survey, illustrating that there are still a number of institutions that do very low levels of scanning under the CLA Licence.



| | |
|-----------------|------|
| Total responses | 71 |
| Highest | 9871 |

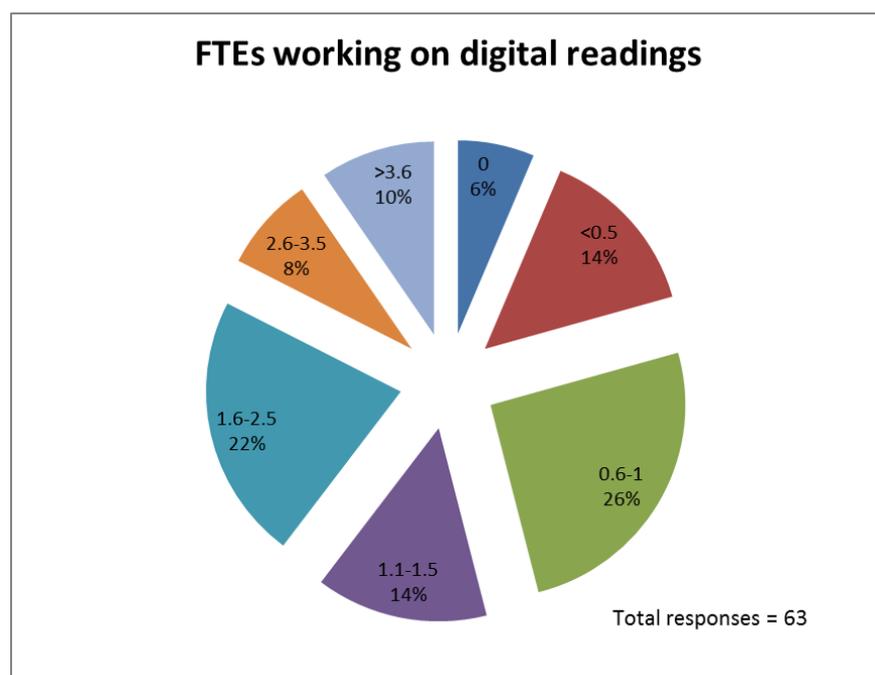
| | |
|---------|---------|
| Lowest | 6 |
| Average | 1768.65 |
| Median | 940 |

The figures above include 3 responses where the respondents had made it clear that they are only giving the figures for new scans (140, 200 and 2686). It is unclear whether the other figures provided are a mixture of new and rolled-over, or new scans only. However this report has provided all figures on the basis that most institutions are likely to have provided a figure for all readings, but are adding this caveat to clarify that there may be a mixture of approaches. The results from the 2015 survey show that there is a broad spread of institutional value in the CLA licence with many getting value from the licence and a minority appearing to make little use of the digital element.

Staffing of digitisation services

Dedicated copyright and digitisation teams have been set up in some institutions as part of the library's role in supporting teaching and to ensure that records for the CLA can be managed centrally. The survey found that there were variations in the number of staff involved in this work, with some institutions having no dedicated team and others having more than 3 full-time equivalent staff members. Of the respondents to the survey in 2009, 48% had a dedicated team while 52% did not. This compares to 59% of institutions having a dedicated team in 2015, while 41% did not, see below.

In 2009 24% of respondents had seen an increase in staffing to cope with workload but the majority (76%) had not and were redeploying staff from other areas to cope with the work at peak times of year. This staffing model is similar in 2015 where those institutions without a dedicated digitisation team used library staff such as subject librarians, library assistants working in inter-library loans or document delivery services staff to carry out scanning. This is illustrated in the chart below:



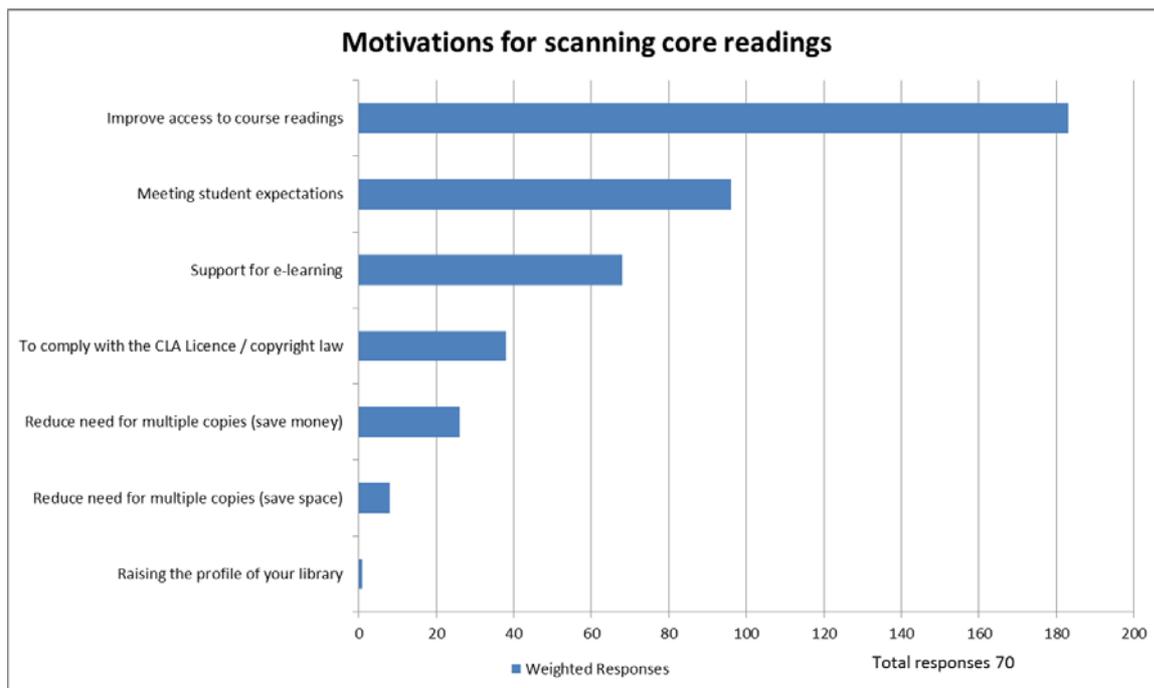
There were 63 valid responses to this question with 59 reporting staff working on creating digital readings and 4 saying there were no staff working on them. Where the library doesn't have a dedicated team to process scanning requests this work is still carried out in the majority of cases by library staff. In 19 instances where libraries do not have a dedicated team other library staff, such as library assistants who process document delivery requests and inter library loans, also deal with scanning requests. Of the nineteen, in four instances subject or academic liaison librarians are involved in this activity. In 3 cases academic or administrative staff in departments deal with scanning requests, although record keeping is still usually handled in the library or by the institutional copyright officer. In only one case did an institution mention staff in another department, IT / Print Services, dealing with scanning requests.

Motivations for scanning core readings

The survey asked institutions about the motivations behind scanning core readings and provided them with several choices that they could rank and an 'other' option. There were 70 responses to this question and the below graph shows the responses with weighted scorings of 3 points for a ranking of '1', 2 points for a '2' and 1 point for a '3'. Each motivation therefore had a potential total of 210.

The results from 2015 showed that improving access to course readings was the most compelling reason for scanning a copyright work, cited by 54 of the 70 respondents and 94% ranking it with a 1, 2 or 3. This corresponds to the data collected in 2009, however meeting student expectations was cited far more frequently in 2015 (73% of respondents ranked it as 1, 2 or 3). Support for e-learning was the third most cited reason, whereas in 2009, this had been listed second. Meanwhile in 2015 the fourth most common reason was 'to comply with the CLA Licence or copyright law' a reason which had not been mentioned in 2009.

In line with the data collected in 2009, space and cost efficiencies were unimportant reasons for scanning in 2015, and similarly raising the profile of the library was also not important. These findings are unsurprising and demonstrate that easy access to full text readings, often as part of the online support provided in the VLE, is a common expectation amongst students in higher education. With increasing numbers of e-books to supplement widespread availability of e-journals, the need to visit the library to get core readings is becoming less pressing. Therefore, the CLA Licence serves a key function in making copyright content not yet in electronic format accessible at the point of need to students in higher education. However this clearly has to be balanced against the operational restrictions of 'compliance' with the licence and the way that these impact on teachers' pedagogical choices.



Preparation of scanned readings

Scanning has become a relatively straightforward process now that the equipment required to make and prepare copies suitable for digital distribution is so readily available. The survey therefore asked who undertook the scanning to establish if this was carried out in-house or outsourced. In 2009, 44% of institutions carried out scanning in-house, with 15% saying that they would always outsource this work. Meanwhile 41% of institutions engaged in a mixture of both in-house and outsourced scanning (presumably dependent on timing, and the particular requirements in terms of quality). The evidence from the most recent survey shows that the trend for scanning in-house has increased with 64% of institutions scanning material in-house and only one entirely out-sourcing this work. However, 34% of institutions still carried out a combination of in-house and out-sourced scanning work.

In 2009 scanning was mainly outsourced to the Higher Education Scanning Service (HESS) provided by the British Library (37% of institutions were using this service). The service was launched in 2008 as a solution for institutions that wanted to scan items under the CLA Licence but did not have internal facilities. Meanwhile 29% of respondents were using Heron to provide digitisation services in 2009. By 2015 the picture was somewhat different with 76% of institutions using HESS and just 11% using Heron for scanning purposes. The management of the scanning process has been facilitated by two commercial systems; Packtracker developed by Heron, which was used by 25% of institutions responding to the 2015 survey data and Talis Aspire Digitised Content (TADC) which was used by 25% of institutions. Twenty three percent have developed their own in-house system to manage the digitisation process and another 23% did not have a system. Of the remaining 3 institutions (4%), two were migrating systems at the time of completing the survey and one was using Packtracker but also part of the pilot group using the CLA's Digital Content Store. The figures are illustrated in the table below:

Do you use software to support the management of digitised readings?

| # | Answer | Response | % |
|---|---------------------------------------|----------|------|
| 1 | No | 16 | 23% |
| 2 | Packtracker | 17 | 25% |
| 3 | In-house system | 16 | 23% |
| 4 | Talis Aspire Digitised Content (TADC) | 17 | 25% |
| 5 | Other | 3 | 4% |
| | Total | 69 | 100% |

Format of digital readings: preparation of text files /use of OCR

Scanned files are always provided to students in Adobe Acrobat PDF format. However, in 2009, 33% of respondents reported that they create text files using some form of optical character recognition (OCR) process. By 2015, 49% of institutions reported that they routinely provided text files to students, although 38% did not and 13% did not know. OCR technologies have also improved in quality significantly in recent years, becoming cheaper as well as more accurate which may explain this increase. Text files also have the advantage of being accessible for students with disabilities, for example they can be read by screen-readers.

Do you supply OCR / text files as digital readings

| # | Answer | Response | % |
|---|------------|----------|------|
| 1 | Yes | 33 | 49% |
| 2 | No | 26 | 38% |
| 3 | Don't know | 9 | 13% |
| | Total | 68 | 100% |

Disability discrimination legislation in the UK has meant that an educational establishment should make appropriate adjustments for students with a disability. This might include providing readings in an accessible format that can be read by screen-reader software. Again the survey asked whether institutions provided text files for visually impaired students and in 2009 51% of respondents did, 27% did not and 22% were unsure. Interestingly by 2015, 49% of institutions said they provided accessible files for students with a disability and 13% did not, with one institution not knowing. In the comments the data revealed that almost all the remaining 36% of institutions did operate a service for students with disabilities to provide accessible readings, but that it operated separately to the scanning undertaken by the library and was often operated by a specialist disability unit. This means that effectively provision of readings in accessible formats had increased from 49% to 85% between 2009 and 2015.

Do you provide accessible files for students with a disability or visual impairment?

| # | Answer | Response | % |
|---|------------|----------|------|
| 1 | Yes | 33 | 49% |
| 2 | No | 9 | 13% |
| 3 | Don't know | 1 | 1% |
| 4 | Comments | 24 | 36% |
| | Total | 67 | 100% |

Source of scanning

The survey was interested in the source of the scanned readings, for example whether institutions scanned from a printed book, used photocopies or copyright-fee paid copies. The results below are unsurprising given the requirements of the CLA Licence that institutions must own a copy of a published edition, although it should be noted that a number of respondents appeared to have misunderstood the question (see below). Where they an institution does not own a copy in stock, most institutions clearly obtain a copyright fee paid copy to scan from.

Where do you scan from? Please select all that apply

| # | Answer | Response | % |
|---|---------------------------|----------|-----|
| 1 | Original source | 67 | 97% |
| 2 | Photocopies | 5 | 7% |
| 3 | Copyright fee paid copies | 49 | 71% |
| 4 | Other | 5 | 7% |

Total number of respondents who chose at least one of the above options = 69

Caveat: The analysis of the ‘other’ responses showed that a number of people misunderstood the question and thought it was about accessible copying. The comments are therefore not shown and the answers provided above may include responses relating to accessible copying only.

Managing demand for digitisation services

In 2009 the survey results suggested that managing demand for digitisation services was a key issue for academic libraries. For example, when asked whether they digitised all readings they were asked to by teaching staff, the question generated the largest number of free text comments. These comments from 2009 revealed that very few libraries had the capacity to digitise all of the items that were requested by teaching staff. Material that falls outside the CLA Licence was particularly problematic and a large proportion of libraries only scanned items covered by the Licence and did not undertake copyright clearance work. However, some took a case-by-case approach, as this respondent stated: ‘If the request falls outside the CLA Licence then a discussion is held with the academics as to whether we progress their request to the Heron service (at a cost to the department).’

In 2009, 84% of respondents did not have a limit on the number of readings that could be requested and in 2015 the figure was very similar (83%). Only 4% of institutions said they had a limit on the number of readings they would digitise for a course in 2015. The comments revealed that in many cases there was no need to have a limit or that it would not be practical. One institution had a limit of 100 readings and another said they would only limit scans requested based on a copyright clearance cost. One institution mentioned they kept an eye on this to avoid ‘textbook substitution’ which is one of the conditions of the CLA Licence. In general however limits were not found to be needed, and where they existed they didn’t seem to need to be enforced strictly.

Do you have a limit on the number of readings you will digitise for a course of study?

| # | Answer | Response | % |
|---|----------------------|----------|------|
| 1 | Yes (please specify) | 3 | 4% |
| 2 | No | 57 | 83% |
| 3 | Comments | 9 | 13% |
| | Total | 69 | 100% |

However, many libraries clearly still do not have a budget to pay for copyright permissions and in 2015, 47% of institutions said they did not arrange transactional clearances for material outside the CLA Licence. However, the remainder (53%) did with 39% of institutions obtaining permissions direct from publishers, 24% using the Copyright Clearance Centre in the US and 13% using Heron to obtain permission for material not covered by the CLA Licence.

Do you obtain transactional clearances for material not covered by the CLA Licence? Please select all that apply

| # | Answer | Response | % |
|---|---|----------|-----|
| 1 | No | 34 | 47% |
| 2 | Yes, with publishers | 28 | 39% |
| 3 | Yes, via the Copyright Clearance Centre | 17 | 24% |
| 4 | Yes, via Heron | 9 | 13% |

Total number of respondents who chose at least one of the above options = 69

Promotion of scanning services

Managing demand for digitisation services seems to be done in other ways; for example in 2009, 20% of respondents did not actively promote their digitisation services, relying instead on word of mouth. One respondent reported: 'We have been resistant to this [greater publicity] as we are unsure of demand and how we would cope.' This situation was similar in 2015, with 22% of respondents not promoting the digitisation services. However, 88% did promote the service via a variety of channels including: webpages and online guides, via subject librarians who did this either in meetings or email. In a smaller number of instances they did this through guides, posters, training sessions and social media.

Most institutions used a combination of methods to promote digitisation services, rather than one and this quote illustrates the variety of methods that one university used:

"We've run promotional and training Showcases throughout the year; highlighted news and events in the university newsletters; taken part in departmental and university events promoting our service; presented at Academic subcommittee meetings and academic away-days; provide workshops and one-to-one training; created easy How-to-Guides; creating an Online Reading List and Copyright Cleared Content."

In 43 cases online promotion was done via the library website, VLE or intranet pages. Thirty-six institutions also mentioned that promotion by subject or academic liaison librarians was very important, either through face to face meetings, via email, newsletters that they sent

out or their attendance at departmental meetings. Thirteen institutions produced printed leaflets, guides or posters to promote the service and seven institutions mentioned that it was included in training sessions such as new academic induction, in reading list training or copyright workshops. Four institutions used social media to promote the service and in three cases the promotion of the scanning service was integral to the reading list system.

Not all institutions promoted the scanning services and this was for a variety of reasons. In some cases the service was not really developed sufficiently to justify this, one institution was still piloting the service. In three institutions the service was not considered a priority and a lack of staff time or lack of a team to handle requests was cited. Two institutions said their policy was to buy e-resources or e-books rather than to digitise and one institution did not promote the service because it was already very popular.

Managing CLA data reporting

The CLA Licence has specific reporting requirements for the higher education sector which mean that bibliographic details of every item that is either scanned or used in digital format must be submitted on a spreadsheet to the CLA annually, along with details of the course of study and the student numbers. The survey had already collected data about the software used to help manage the digitisation process, however related to this it also investigated how institutions managed the data reporting to CLA and any specific issues this might cause. In 2009 the survey found that 39% of institutions were using PackTracker to manage data reporting and 53% were using the CLA spreadsheet. Meanwhile one institution asked academic departments to complete the record sheet and two institutions reported that they were using another method. The picture was a little different in 2015 with 30% of respondents using the spreadsheet from the CLA, 26% using Packtracker and 21% using TADC. The remainder (23%) were using a variety of other methods such as an in-house system.

How do you manage data reporting to the CLA?

| # | Answer | Response | % |
|---|--|----------|------|
| 1 | Central record sheet (using spreadsheet provided by CLA) | 21 | 30% |
| 2 | Individual record sheets completed by departments | 2 | 3% |
| 3 | Use Packtracker to generate record sheets | 18 | 26% |
| 4 | Talis Aspire Digitised Content | 15 | 21% |
| 5 | Use the VLE to generate reports | 0 | 0% |
| 6 | Other, please specify | 14 | 20% |
| | Total | 70 | 100% |

Additional comments about the data reporting process

CLA have made considerable efforts to understand the processes of the HE sector and streamline data reporting, however the 2015 survey revealed that data reporting remains a considerable administrative burden for universities. The time consuming nature of completing the data return, the need to check the data (even when a system such as Packtracker or TADC was used), and problems getting the return completed accurately were all cited by institutions in the survey. The survey indicated that many librarians believed that managing scanning through a central service was the most effective way to ensure compliance with the CLA Licence.

The following quote illustrates problems and why a central scanning unit might be needed:

“It is heavy on administration to record all the details for every reading / course. There is often a fair amount of checking staff work as, despite daily use, it is easy to make errors or record the wrong information. For this reason also it is easiest to manage in one central unit.”

A wide variety of other comments were provided, but the most common complaint was the time consuming nature of the process, mentioned by nine institutions. Related to this, seven institutions said that the reports needed to be checked, some were using a system such as TADC and said the reports still needed checking as there could be errors in the data entry process, or fields were left incomplete. In 7 cases there were problems getting data from departments or individual academics about the scanning they were undertaking, and also the details such as course codes and accurate student numbers. Five institutions who were using the CLA record sheet complained about the manual nature of the process, and problems were mentioned with the macros in the spreadsheet. However, four institutions said moving to a management system (either Packtracker or TADC) had saved them time. Two institutions were concerned about the proposed Digital Content Store which would require changes to their in-house processes. One institution was still having problems collecting data about non-credit bearing courses and one institution that had merged recently with another was having problems reconciling two scanning returns.

Relationship with the CLA

The CLA website is an important source of information for those wishing to copy material under the Licence. Since 2014 the CLA have had an online Check Permissions tool to allow institutions to establish whether a specific title is included in the Licence (CLA, 2016b). In 2009 76% of respondents reported that they regularly consult the CLA website however, by 2015 this figure had grown to 96%. In 2015, respondents were asked about the usefulness of the CLA website and 56% said it was very useful and 42% found it useful. This contrasts sharply with the data collected in 2009 when 65% of respondents said it was ‘quite useful’ and only four institutions (13%) said it was very useful. The CLA have invested considerably in their customer services and developed a dedicated website for higher education in the past five years and the value of these additional services are reflected in the findings from the survey.

How useful do you find the CLA website?

| # | Answer | Response | % |
|---|--------------|----------|------|
| 1 | Very useful | 37 | 56% |
| 2 | Quite useful | 28 | 42% |
| 3 | Indifferent | 1 | 2% |
| | Total | 66 | 100% |

Delivery of digital readings – the role of e-learning

The CLA Licence requires that scanned readings are prepared for students on a course of study and are password protected rather than placed on the internet. However, the survey wanted to discover more about how electronic readings are delivered to students across higher education. The licence mentions the use of virtual learning environments (VLEs) but

is not prescriptive about the method that a university uses to manage access to the material. VLEs are now widely used in UK universities so the survey wanted to establish how extensively they were used to deliver digitised readings and whether other tools were used instead or in combination. Since 2009 there has been a growth in the use of commercial online reading list systems, such as Talis Aspire and Rebus.

In 2009 the majority of universities (92%) were using the VLE to deliver readings to students, however by 2015 the picture was a little different. This question allowed respondents to select all answers that applied and the results suggest that several institutions have more than one way of delivering readings to students. Fifty nine percent of institutions were using a reading list system to deliver digitised readings to students, whilst 75% were using the VLE. Four institutions (6%) were using another method, including the library catalogue, a USB stick or disk and one had an in-house system. An additional explanation for respondents selecting more than one option is that many reading list systems are integrated with the VLE so the responses are likely to reflect that.

How are digital readings delivered to your students? Please select all that apply.

| # | Answer | Response | % |
|---|--------------------------------------|----------|-----|
| 1 | Via the Library catalogue | 1 | 1% |
| 2 | Via a reading list system | 40 | 59% |
| 3 | Via the Virtual Learning Environment | 51 | 75% |
| 4 | Other | 4 | 6% |

Total number of respondents who chose at least one of the above options = 68

To contrast with the 2009 data, only 28% of the respondents were using a reading list system then. In 2015, we asked which reading list system was being used and 66% of the institutions who answered this question were using Talis Aspire, 18% were using Rebus and 16% were using another system which in most instances was an in-house reading list system.

Which reading list system are you using?

| # | Answer | Response | % |
|---|-----------------------|----------|------|
| 1 | Talis Aspire | 33 | 66% |
| 2 | Rebus | 9 | 18% |
| 3 | Leganto | 0 | 0% |
| 4 | Other, please specify | 8 | 16% |
| | Total | 50 | 100% |

Of the institutions which selected 'other' as their reading list system, 6 have created a system in-house. One institution uses Moodle and one doesn't use a reading list system at all. Other ways of distributing readings to students not listed in the categories include a USB stick or disk to send out scanned readings used by 2 institutions– although this was only used for distance learning students had no internet access or were based in a remote

location. In one case the institution had an in-house system they used to distribute the readings.

Storage of digital readings

While readings are delivered via the VLE, they are not always stored there. The 2009 survey revealed that readings tend to be stored either on a separate library server or in VLE although some institutions store scans in more than one place. The findings from 2015 were broadly similar, with 46% of institutions storing readings in the VLE, 51% storing them on a secure server, and 25% using the TADC system. In four cases (6%) the files were stored in other locations, including a Digital Asset Management system or repository, a desktop PC and one institution was transitioning to using TADC. The location of the scans is interesting as arguably material that is uploaded directly into the VLE may become more difficult to track and manage from a copyright perspective, if standardized procedures are not applied.

Where do you store digital readings? Please select all that apply.

| # | Answer | Response | % |
|---|--|----------|-----|
| 1 | In the VLE | 31 | 46% |
| 2 | On a secure server | 35 | 51% |
| 3 | In the Talis Aspire Digitised Content system | 17 | 25% |
| 4 | Other | 4 | 6% |

Total number of respondents who chose at least one of the above options = 68

Usage statistics about digital readings

Libraries are often keen to collect statistics relating to the services they provide; however in 2009 usage statistics about digitised readings were only collected by around a quarter of the survey respondents. By 2015, 38% of institutions were collecting usage statistics, but 57% were not and 4% did not know if they were. Of those who did collect usage statistics, only 13% of institutions actually act upon them, for example not renewing requests if material was not used by students, or following up with a lecturer if the usage statistics far exceeded the number of students on a course. In 2015, 10% of universities were planning to use this data in the future and many who used TADC had become aware of this functionality recently.

Do you collect usage statistics about digital readings?

| # | Answer | Response | % |
|---|------------|----------|------|
| 1 | Yes | 26 | 38% |
| 2 | No | 39 | 57% |
| 3 | Don't Know | 3 | 4% |
| | Total | 68 | 100% |

A greater number of institutions were collecting usage statistics in 2015 compared to 2009. This is partly due to some new functionality launched by Talis in their digitised content module. Nine institutions who collect usage statistics use this data to make decisions on what to renew or scan in the coming years. For example if readings are not being used by students they will feed this back to the departments and also look at any permissions costs that might have been made. Seven institutions were planning to use this data in the future, but many had just got the usage statistics function through TADC, so had not yet

implemented this. In 11 institutions usage data was not used to make take any further action.

Library staff access to the VLE

In some instances library staff do not have access to the VLE, with 23% of respondents reporting this in 2009. However, access to the VLE for library staff has become more common since then, perhaps driven in part by the reporting element in the CLA Licence requiring e-learning and library staff to work together more closely. By 2015, 38% of respondents said library staff had routine access to the VLE, and 49% had access on request. Only 12% of respondents said library staff did not have access to the VLE.

Do Library staff have access to the VLE?

| # | Answer | Response | % |
|---|------------------|----------|------|
| 1 | Yes - routinely | 26 | 38% |
| 2 | Yes - on request | 34 | 49% |
| 3 | No | 8 | 12% |
| 4 | Don't know | 1 | 1% |
| | Total | 69 | 100% |

Collection Management and E-resources

The survey explored the impact that digitisation might be having on the collection management policies in academic libraries and the acquisition of electronic resources. In 2009, 74% of respondents said that their collection management policy took into account the availability of e-books and they would also check e-book availability before scanning an item. At the time of carrying out the survey in 2009 the CLA Licence stipulated that institutions should check whether an electronic version of a published work was available before scanning. Publishers were anxious that the Licence should not be used to substitute primary sales, and if a university decided to scan an e-book or e-journal they had to indicate why they did this on the CLA data return. This requirement has been removed from the licence so in the 2015 survey the question was reworded to find out what an institution would do if they received a request to scan an item available in electronic format. Many academic libraries have adopted e-first policies, meaning they will seek to purchase titles in electronic format in preference to paper.

The survey found that 59% of institutions would purchase content in electronic format where possible, however cost was clearly a factor with 52% saying that they would do this where it was affordable. Only 12% of institutions would digitise an item regardless of electronic availability. This finding suggests that the CLA Licence is not being used to replace primary sales of material, however the comments from this question reveal that decisions are often made on a case by case basis. Factors such as student numbers, the accessibility of the e-resource platform and the cost of e-resources all impact on the decisions made in many instances by subject librarians. Clearly if a resource was available to purchase at a suitable cost, or a journal article was available through a subscription, few academic libraries would digitise this material.

Does the digitisation service have an impact on your collection management policy? Please select all that apply.

| # | Answer | Response | % |
|---|--|----------|-----|
| 1 | Purchase content in electronic format where possible | 41 | 59% |
| 2 | Purchase content in electronic format if affordable | 36 | 52% |
| 3 | Digitise item regardless | 8 | 12% |
| 4 | Other, please describe | 22 | 32% |

Total number of respondents who chose at least one of the above options = 69

If content is available in electronic format the CLA Licence suggests you should only scan it if there is a valid reason. As mentioned above it seems that the decision to scan is made on a case by case basis. In 9 institutions respondents suggested they would scan a resource even if it were available electronically for the reasons cited. In 7 institutions the availability of an e-resource would mean scanning would not be undertaken and the students would be given a link to the resource (either as an e-book or e-journal). One institution said the decisions were made by individual subject librarians on a case by case basis when requests to scan were received. This suggests that there is a level of judgment required by library staff, and the decision making process is likely to slow down the time to process scanning requests.

Digital Media Services and the VLE

In 2009 the survey asked if copyright permissions were managed by library staff for other types of content, such as images, video or audio. Back then only 10% of institutions said that copyright permissions for other materials were managed by the library. In 2015 while 80% of respondents said that other types of content were available in the VLE (such as images, links to online content and recordings carried out under the ERA Licence), again in only 6% of cases was this digital media managed by the library staff. What is clear is that content uploaded to the VLE is often managed by different groups of staff in the institution. Eight respondents specifically stated that only reading list material was managed by the library.

Are copyright permissions for other types of content managed by library staff

| # | Answer | Response | % |
|---|------------------------|----------|------|
| 1 | Yes | 4 | 6% |
| 2 | No | 37 | 55% |
| 3 | Don't know | 4 | 6% |
| 4 | Comments | 11 | 16% |
| 5 | Sometimes / it depends | 11 | 16% |
| | Total | 67 | 100% |

In only two instances did the respondents state that the library staff managed digital media content but in both cases there were caveats suggesting the library only looked after some of this content. What is clear is that content uploaded to the VLE is often managed by different groups of professional services staff in the institution. Eight respondents specifically mentioned that only reading list material, including the scanned readings were managed by the library. This suggests that other groups of staff manage the digital media. In four cases these were identified as lecturers, learning technologists, IT staff or a Multimedia

Manager. Again in one case the library specifically mentioned they did not have access to the VLE.

Availability of other types of digital resources such as audio/video material

Respondents were asked if other types of content such as video and audio were made available to students in the VLE and the responses suggested this was largely outside the remit of the library and that content was added by academic staff themselves. Ten respondents specifically said that they did not know, and some mentioned that they did not have access to the VLE routinely to be able to check this. Meanwhile 23 respondents said that links to external videos from sites such as You Tube or TED were added to the VLE. In 13 cases ERA recordings were made available, and many of this group did this using the Box of Broadcasts service that meant links to broadcasts content were added to the VLE. Eleven respondents said that audio content or podcasts was available in the VLE and 7 respondents specifically mentioned lecture recordings. In three instances lecturers' own content, such as learning objects or videos they might create, were available and two institutions mentioned using Creative Commons or open licensed content.

Are other types of content available in the VLE (e.g. video and audio material)?

| # | Answer | Response | % |
|---|-----------------------|----------|------|
| 1 | Yes (please describe) | 53 | 80% |
| 2 | No | 13 | 20% |
| | Total | 66 | 100% |

Conclusions and recommendations

The two surveys provide a snapshot of digitisation services and related activities in academic libraries in 2009/10 and 2015/16. The findings reveal a huge growth in the library services in this area in the intervening period, largely shaped by the CLA Licence. This data was partly gathered to illustrate the impact of the CLA Licence on the higher education sector, but also to provide evidence of impact and value of digital readings to the library and information community. Many of the traditional library surveys and data collection exercises (e.g. SCONUL Stats and LibQual surveys) do not capture the level of detail about the types of service that are presented in this survey. These findings will hopefully assist the HE sector to make the best use of its investment in both permissions and processes for scanning of course readings. The CLA is also offering a range of new services such as the Second Extract Permissions Service (SEPS) and the Digital Content Store (DCS), which will be available to institutions from the summer of 2016. These are intended to provide benefit to the sector although at this stage it is unclear what impact these services might have on the workload of librarians and the resources needed to manage the CLA Licence and related services.

The findings illustrate that digitisation services for course readings are an important area of library activity that has increased significantly over the last ten years. However, as libraries look to provide more resources in born digital format, the need to digitise readings to support teaching is likely to lessen. Therefore patterns of scanning may plateau and even start to decline in the not too distant future. Meanwhile, this survey illustrates that at the current time a considerable effort and staff resource is being invested in scanning from printed sources, but that librarians are less likely to be involved in sourcing other types of content, such as video and audio for use in the VLE. The move to deliver more course

content in digital format has created new roles for librarians and a wider range of tools and services to facilitate the production and delivery of the material. However, very few libraries have the budget to pay for additional permissions so rely heavily on the CLA Licence to determine what can be included.

In conclusion, this survey shows how academic libraries in the UK play an increasingly important role in supporting teaching and learning through sourcing readings in appropriate formats. This is particularly relevant given the recent focus on the 'student experience' and the importance of providing full text readings to students. Additionally library staff are required to grapple with copyright and licensing issues on a far more frequent basis than in the past. In light of these findings, the following recommendations are proposed:

- That groups such as SCONUL review the statistics they currently collect in order to capture data about activity surrounding copyright and digitisation services.
- Libraries retain records of the scanning they undertake, but also review how they can support teaching and learning through the provision of other types of content such as video and audio materials.
- That this survey is repeated within the next 5 years as the market for e-books and digital readings evolves further. It will be particularly important to collect data after August 2016 when the CLA launch the Digital Content Store. For those institutions that choose to use DCS it offers the potential for institutions to share readings, and should also alleviate some of the burden of data reporting to the CLA.
- The impact of services such as the DCS should be evaluated in a future survey, to ascertain if they are in fact saving institutions time and effort in digitisation.

References

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