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ACADEMIC LIBRARIES AND AUDIOVISUAL PRODUCTION SERVICES:
THE DEVELOPMENT OF RELATIONSHIPS IN INSTITUTIONS OF
HIGHER EDUCATION IN ENGLAND AND WALES

by

Anthony Hugh Thompson

A Doctoral Thesis

Submitted in partial fulfilment of the requirements for the award of Doctor of Philosophy of the Loughborough University of Technology

4 September, 1987

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ABSTRACT

Libraries have always been seen as essential teaching and learning support services in academic institutions, while audiovisual production services have been a recent innovation of the last four decades.

The recommendation of the Brynmor Jones Report of 1965 to set up audiovisual production services as separate central service units, has led to co-operation between audiovisual services and libraries in some institutions. This has culminated in some cases in the amalgamation of these services as 'learning resource services', a significant trend which is shown to be on the increase.

This thesis examines the development of these relationships over the last 30 years, in those institutions of higher education in the categories of colleges and institutes of higher education, polytechnics and universities.

By means of historical analysis, the timing and the reasons for these developing relationships is described. Case studies show the variety of organisational, service and human relationships that exist between services.

The hypothesis that it is in the interests of the institution that these two academic support services should be amalgamated to form a single service; and that developments in the various aspects of information technology make the separation of libraries, audiovisual services and other more recent support services (such as computer units) increasingly untenable, is examined. The advantages and disadvantages of other forms of development and organisational structures, both at present and for the future, are considered.

The thesis concludes with a set of questions which institutions that have not developed a single integrated or co-ordinated service should consider for their future development. The work presents a critical review of the subject hitherto unavailable.
ACKNOWLEDGEMENTS

I am most grateful to: the Board of Governors and the Principal of the College of Librarianship Wales for support and financial assistance; Donald Mason, Philip Whiteman, Dr. Peter Havard Williams, and colleagues at the College and elsewhere for their help and encouragement; and to all the Librarians who so kindly completed my questionnaires, answered further questions and allowed me to use internal documents of their institutions. My especial thanks go to those Colleagues who answered and commented upon the initial questionnaire, and particularly to those Librarians, Audiovisual Production Service and Computer Centre Directors who allowed me to visit their institutions and contributed to the Case Studies.

My sincere thanks goes to my Supervisor, Professor Jack Meadows, Head of the Department of Library and Information Studies at Loughborough University, for his perception and confidence boosting, and especially to my wife, Jan Russell, for her encouragement, patience and considerable skills at 'polishing up' my writings.

This work was produced on an Amstrad 464 Microcomputer, using a Tasword 6128 Word Processing Program - my congratulations to both manufacturers on their effectiveness.
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SECTION 1

INTRODUCTION AND SURVEY
ACADEMIC LIBRARIES AND AUDIOVISUAL PRODUCTION SERVICES: THE DEVELOPMENT OF RELATIONSHIPS IN INSTITUTIONS OF HIGHER EDUCATION IN ENGLAND AND WALES.

CHAPTER 1 - INTRODUCTION

1. DEFINITIONS

The term audiovisual production service is used throughout, to describe a central service unit that is responsible for the in-house production of audiovisual materials. It is appreciated that the range of services offered varies from one institution to another, as do their titles. They may be known as educational technology units, media service units, educational television services, central service units or by some similar title. However, all have a core responsibility for the production, and in most cases, the presentation of audiovisual materials within the institution. Some incorporate aspects of Education Development Units, although in some institutions these may exist as separate units.

The term learning resource service is used to describe a combined library and audiovisual production service that provides multimedia (including print) information provision, production and presentation services. The term learning resources centre is used to denote learning resource services which provide integrated services from a central service point.

The term audiovisual materials is used to denote all forms of recorded information. In an article in the Audiovisual Librarian in November 1986, this usage is explained:

"All forms of recorded information are audiovisual materials in that they are audio, visual or both. The main types are books, newspapers, periodicals, photographs, maps, charts, posters; slides, filmstrips, overhead transparencies, cinefilm, microforms; audio, video and computer tapes, cassettes and discs; and real objects." (1)
INTRODUCTION

In order to differentiate between print on paper based materials and those recorded on photographic film, magnetic recording tape or plastic, the term the more recent audiovisual materials is used to denote the latter. While it is accepted that this is not particularly euphonic, the concern is to avoid the negative term so often used for the more recent audiovisual materials, 'non-book materials'.

"If we want to diminish or 'put down' something or someone when using the English language, we use the negative 'non' in front of the word....the use of the term 'non-book' ... creates priorities and clearly suggests what [the user]... really thinks about the more recent methods of recording information." (2)

1.1. BACKGROUND TO THE THESIS

The writer has experience as a librarian, a lecturer, and an educational technologist, the latter gained since 1973 when he set up and managed an audiovisual production service at the College of Librarianship Wales. In recent years he has been teaching the use and production of audiovisual materials in libraries, and in related areas, and has visited a number of other countries as a consultant and lecturer.

As a result of a variety of impressions and experiences gained in his work, since 1975 the writer increasingly became convinced that neither libraries nor audiovisual production services in educational institutions could fulfil their full potential as separate services, and that there were many advantages to the members of the institution and to the services themselves if they amalgamated to become one support service. This conviction led to an article written in 1984 and published in Summer 1985, in the Audiovisual Librarian entitled 'Reflections on the relationship between libraries and audiovisual production services in academic institutions'.(3)

In order to develop the study of this topic, it was felt necessary first to establish an historical base to show how, when and in what form, relationships between these two central services, and others, had developed. The work of the unit that is
INTRODUCTION

the result of the amalgamation of a library and an audiovisual production service - the learning resources service - has been fairly well documented in the last twenty five years, but it was felt that the learning resources service is only one manifestation of these developing relationships. To determine their extent, it was necessary to examine the position in all institutions of higher education, not just those that had developed learning resource services. Such an examination had not been previously undertaken.

Because of the size of the task, the decision was taken to restrict the area of research to an investigation of the development of relationships between these two support services over the last thirty years; the reasons for these developments; and the present position in institutions of higher education in England and Wales today. Scotland and Northern Ireland were excluded as they have separate legislation which has lead to significant differences in development, especially in Scotland.

1.2. HYPOTHESIS
The original hypothesis was that it is in the interests of the institution that the library and the audiovisual production service should be amalgamated to form a single service. However, because of recent developments in information technology, it was necessary to consider a subsidiary hypothesis that the continuing separation of the library, the audiovisual production service and other central service units, particularly computer units, would become increasingly untenable.

1.3. AIM AND OBJECTIVES
In order to obtain the information necessary to substantiate or disprove these hypotheses, the aim of this thesis is to examine the development of relationships between the library and the audiovisual production service, and other support services in institutions of higher education.
INTRODUCTION

The objectives are:
1.3.1. to create an historical base showing why, when and in what form relationships have developed.
1.3.2. to examine the present state of relationships in institutions of higher education.
1.3.3. to consider the implications of the present state of relationships for libraries and audiovisual production services.
1.3.4. to consider the implications of developments in information technology for the future of support services in these institutions.

1.4. DATA COLLECTION
To obtain the required information, a Survey of all the 128 institutions of higher education was carried out, and based on the results of the Survey, additional information was obtained by correspondence and telephone. In addition, eight major case studies were undertaken, two from each of the four categories of 'developing relationships' identified. (See Chapter 2.) A number of additional visits were also made to other institutions of higher education for data collection purposes.

BIBLIOGRAPHY
2. Thompson, Anthony Hugh. Ibid.
A SURVEY TO CHRONICLE THE HISTORY AND PRESENT STATE OF RELATIONSHIPS BETWEEN LIBRARIES AND AUDIOVISUAL PRODUCTION SERVICES

2.1. THE SURVEY
In order to establish the chronology of developments in relationships between libraries and audiovisual production services, and with other resource services, a questionnaire was designed to be circulated to the libraries of all Colleges or Institutes of Higher Education, Polytechnics and Universities in England and Wales.

2.1.1. INTRODUCTION TO THE QUESTIONNAIRE
The questionnaire was deliberately designed to take no longer than fifteen minutes to complete by the recipient. This was because many Librarians are now receiving on average one or more questionnaires a month. Many of these documents are demanding and time consuming to complete, with the result that the recipient may be antagonised and the number of completed returns received may be low. It was hoped that a short Questionnaire would have a greater chance of being returned and this proved to be the case. Thus in the main, this questionnaire set out to establish answers to questions that could not be ascertained from any other source than the institution itself.

The list of institutions in the target group was compiled using three sources. These consisted of the Careers Research and Advisory Centre's two publications 'Guide to Colleges and Institutes of Higher Education' (1) and 'Graduate Studies: the guide to Postgraduate Study in the United Kingdom'(2). Whitaker's Almanac (3) was used as a check to ensure the list was complete. 129 institutions were identified from these sources. However, the Hertfordshire College of Higher Education, Watford, was not included in the survey as it amalgamated with Hatfield Polytechnic in April 1987. Thus questionnaires were sent to 128 institutions in all.
THE SURVEY

After discussion with appropriate colleagues, an initial questionnaire was designed to meet the needs of this part of the research. Although the initial document was carefully produced, discussed and given preliminary trials, it was considered vital to test it with a number of the librarians of institutions representative of the target group. This was done by sending copies on the 20th September, 1986, to two Librarians from each of five categories of resource services that had been identified during the initial stages of the research. These Librarians had previously been approached to obtain their agreement not only to complete the Questionnaire but also to comment upon content, layout and ease and time of completion. All returned their completed questionnaires and commented fully and helpfully.

From their comments it was possible to eradicate any difficulties experienced relating to the interpretation of questions and to improve the design of the layout to ensure that every recipient should be able to complete the document satisfactorily. This led to a shorter and more precise revised Questionnaire being produced for the main survey, and the number of categories of resource services being reduced from five to four. (A copy of this questionnaire is to be found in Appendix 11)

In practice, the revised questionnaire caused few problems related to the understanding of the questions asked. However some recipients were not able to answer all the questions as the events concerned took place some years ago, in some cases before the recipient took up office, and in others the information had never been recorded in writing.

2.1.1.1. TIMESCALE
On 1st November 118 questionnaires were posted to the services concerned. By 5th December, 90 completed questionnaires (including the original ten) had been received, giving a 70% return. A reminder (see Appendix 11) was sent on 8th December. By the end of February, 1987, the number of returns had increased to 116, or 91% of the services.
### The Survey

#### 2.1.1.2. Nil Responses

Although a questionnaire and a reminder had been sent to the following institutions, no replies were received.

**Colleges**
- Bishop Grosseteste College, Lincoln
- Homerton College, Cambridge
- Luton College of Higher Education
- Rolle College, Exmouth
- Westminster College, Oxford

**Polytechnics**
- City of Birmingham Polytechnic
- Central London Polytechnic

**Universities**
- Royal College of Art
- University of Birmingham
- University of Essex, Colchester
- University of Liverpool. (The Librarian wrote to say that neither he nor his staff had time to deal with questionnaires)
- University of Wales, Institute of Science and Technology

As it is important to document the current situation as fully as possible, further research into the extensive Library Literature collection (4) and the Liaison and Training Files at the College of Librarianship (5) and the COPOL Library Profiles, 1986, (6) revealed sufficient information to enable the following institutions to be placed into one of the four main categories identified in the Questionnaire. These institutions have been included in the Survey Results in Appendix 9 with a star (*) against their names.

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Category</th>
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<tbody>
<tr>
<td>Bishop Grosseteste College, Lincoln</td>
<td>Multimedia Library</td>
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<tr>
<td>Luton College of Higher Education</td>
<td>Multimedia Library</td>
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<tr>
<th>Polytechnics</th>
<th>Category</th>
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<tbody>
<tr>
<td>City of Birmingham Polytechnic.</td>
<td>Multimedia Library</td>
</tr>
<tr>
<td>Central London Polytechnic.</td>
<td>Multimedia Library combined with the audiovisual production service.</td>
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<tr>
<th>Universities</th>
<th>Category</th>
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<tbody>
<tr>
<td>University of Birmingham.</td>
<td>Multimedia Library</td>
</tr>
<tr>
<td>University of Essex.</td>
<td>Predominantly print based library.</td>
</tr>
<tr>
<td>University of Liverpool.</td>
<td>Predominantly print based library.</td>
</tr>
<tr>
<td>University of Wales, Institute of Science and Technology</td>
<td>Predominantly print based library.</td>
</tr>
</tbody>
</table>
THE SURVEY

Thus statistics have been compiled on a base of 124 institutions. Only four institutions have been excluded, these being:-

Homerton College, Cambridge
Rolle College, Exmouth
Royal College of Art
Westminster College, Oxford

The detailed information obtained from this Survey is to be found in Appendix 9, with further analysis of this information in Section 3, Conclusions.

2.1.2. COMPLETION OF THE QUESTIONNAIRE
Copies were sent to the head of the resource service, most of whom completed it themselves. A number were passed on to deputies or to audiovisual librarians within the service for completion.

Recipients were asked to place their resource service in one of the following four main categories that had been identified in the development of relationships between these two services. Each category was defined to assist the correct location of the service.

"1. A Predominantly print based library (print including microforms but with no policy of purchasing audiovisual materials. There may be a photographic or reprographic service as part of the library)
2. A Multimedia library (print including microforms and with a policy of developing the stock of audiovisual materials. There may be a photographic or reprographic service as part of the library)
3. A Multimedia library, LINKED With the audiovisual production service (An audiovisual production service with a defined role and possibly a head of service, linked to a library whose librarian also has overall responsibility for the audiovisual production service. The linking may be for administrative rather than service reasons)
THE SURVEY

4. A Multimedia library, COMBINED with the audiovisual production service (A combination of two or more resource services, either working in co-operation, or amalgamated to provide an integrated service, under the control of one director)

5. If your service does not fit into any of these categories, please complete the section that is closest to your situation and indicate any differences."

2.1.3. CONTENT OF THE QUESTIONNAIRE

Although the Questionnaire contained some linking questions to ensure that there was a logical sequence, the significant information required in each category is summarised below. The numbering within each of the four categories below is also used for the detailed listings to be found in Appendix 9, and is not identical to the numbers of the questions in the Questionnaire.

2.1.3.1. Category 1. PREDOMINANTLY PRINT BASED LIBRARY.

1. Is the present library service the result of a merger of institutions or of a change of status of the institution?
2. Has the library any production or reprographic facilities of its own, and what services do they offer?.
3. Is there a separate audiovisual production service in the institution?
4.1. Does the audiovisual production service itself make its own productions available to teaching staff and students?
4.2. Does the audiovisual production service have its own audiovisual library, consisting of its own productions and commercial audiovisual productions, which it makes available to teaching staff and students?
4.3. Are the audiovisual production service's productions available for use in your library?
5. Are there any other separate audiovisual libraries or collections in the institution?
6. Have there been any moves towards the library service being coordinated with or amalgamated with other resource services? Who initiated these moves, why and when? What was the outcome?
6.1. If 'no', can you comment?
THE SURVEY

2.1.3.2. Category 2. MULTIMEDIA LIBRARY
1. Is the present library service the result of a merger of institutions or of a change of status of the institution?
2. Has the library any production or reprographic facilities of its own? What services do they offer?
3. Is there a separate audiovisual production service in the institution?
4.1. Does the audiovisual production service itself make its own productions available to teaching staff and students?
4.2. Does the audiovisual production service have its own audiovisual library, consisting of in-house productions and commercial audiovisual productions, which it makes available to teaching staff and students?
4.3. Are the audiovisual production service's productions available for use in your library?
5. Are there any libraries or collections open to teaching staff and students in other resource services?
6. Have there been any moves towards the library being coordinated with or amalgamated with these or other resource services? Who initiated these moves, why and when? What was the outcome?
6.1. If 'no', can you comment?

2.1.3.3. Category 3. MULTIMEDIA LIBRARY LINKED WITH THE AUDIOVISUAL PRODUCTION SERVICE
1. Is the present library service the result of a merger of institutions or a change of status of the institution?
2. In which year was the audiovisual production service originally formed?
3. In which year did the audiovisual production service come under the control of the librarian. Who initiated these moves and why?
4. Have there been any moves towards your service becoming fully amalgamated to provide an integrated resource? Who initiated these moves, why and when? What was the outcome?
4.1. If 'no', can you comment?
THE SURVEY

5. Are there any libraries or collections in other resource services?

6. Have there been any moves towards your service being coordinated with or amalgamated with these or other resource services? Who initiated these moves, why and when? What was the outcome?

6.1. If 'no', can you comment?

2.1.3.4. Category 4. MULTIMEDIA LIBRARY COMBINED WITH THE AUDIOVISUAL PRODUCTION SERVICE

1. Is the present library service the result of a merger of institutions or a change in the status of the institution?

2. Which other resource services are combined with the library?

3.1. Who initiated these moves and why?

3.2. What is the professional background of the overall director of the services?

4.1. Would you most closely describe your service - as an amalgamation of two or more resource services to provide an integrated service?

4.2. OR as a co-ordinated service made up of two or more resource units working in co-operation?

If the service is a co-ordinated service:-

4.2.1. Have there been any moves towards your services amalgamating to become an integrated service, and when? What was the outcome?

4.2.2. If 'no', can you comment?

5. Are there any resource services which are not co-ordinated with the library / learning resources services?

5.1. Have there been any moves to co-ordinate these resource services with the library / learning resources services? Who initiated these moves, why and when? What was the outcome?

5.2. If 'no', can you comment?
THE SURVEY

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5. Liaison and Training Files. Aberystwyth, Liaison and Training Department, the College of Librarianship Wales. Internal documents.

SECTION 2

HISTORY
The history and development of Library services in Universities, Colleges and Institutes of Higher Education and in Polytechnics has been chronicled in detail in publications and theses. Therefore only sufficient background is given to understand how these services evolved before considering the development of their relationships with audiovisual production services and other support services.

The Library has long been regarded as an essential support service in any academic institution, and in the case of the institutions covered by this work, the library was usually set up and developed from the inception of the institution.

3.1. UNIVERSITIES

In universities, the Librarian was often one of the earliest appointments made to the staff of the institution. Since the foundation of Oxford and Cambridge Universities and similar early European institutions with their internationally known libraries, a good library has been a 'sine qua non' for all universities at home and abroad. For example, in 1862, the University of Southampton was established and:

"initially the Library was the only activity of the institution. Thus the only official in the institution was the Librarian, who was later designated as Principal. With the development of academic courses, the post was split ..."  

(1)

In 1872, when the University College of Wales, Aberystwyth, was founded the person appointed as Registrar also carried out the duties of Librarian, as the Library was then seen as an administrative department. (2)
At the University of Keele, the Librarian was appointed immediately after the first Principal of the University College of North Staffordshire in 1949, and:

"the Librarian and therefore the Library had a prominent part to play in the early years of growth."(3)

Nor was Keele an exceptional case.

"Early appointment at a very senior level of experienced chief librarians for the emergent new universities added to the visible evidence of the importance of the university library. ... Teaching and learning patterns which stressed self-organisation of study and independent reading had been a well-organised pattern in universities ... providing a boost to the status of the university library."(4)

Multimedia development, however, was slow to start in university libraries. Winifred Kenyon wrote:-

"During the late 1960's there was some discussion amongst librarians as to whether libraries should accept responsibility for the newer information formats, which were by then becoming increasingly prolific, or if this would be better left to others - those with technical expertise were usually nominated."(5)

According to Winifred Kenyon, the discussion was soon over and content, rather than format, was accepted as the over-riding factor. It was realised that the library skills related to books could be equally applied to the more recent audiovisual materials and that their incorporation into the library was a logical and inevitable development. But despite this recognition, their acceptance ultimately depended upon the enthusiasm of individual librarians, and other factors.

Although many university libraries had developed major collections of microforms, this format was seen as a natural extension of the book. The more recent audiovisual materials, however, tended to be associated with entertainment and their usefulness was questioned by academics. This negative attitude coming from the academic staff was important as they had a great influence on the materials selection in many university libraries, and they expected the library stock to reflect their teaching and research requirements.
The use of the more recent audiovisual materials by the Open University began to bring about a change in some university libraries, in that it gave these materials some academic respectability and increased the amount of suitable materials available for purchase.

Winifred Kenyon's account of multimedia development in university libraries has proved to be more optimistic than realistic, for this area of higher education has proved to be the slowest to change. While it is true that a number of universities have developed multimedia collections, including Sussex, Lancaster, Exeter, Brunel, Newcastle and Southampton, the survey included in this work shows that in 1987 more than half of the university libraries in England and Wales still have predominantly print based library services. The case studies of three Universities (See Appendices 1, 2 and 4) show that the use of the more recent audiovisual materials by teachers is not as extensive as in Colleges of Higher Education and Polytechnics. The teaching staff, on the whole, still do not see the value of the university library as an access point for students to these materials.

3.2. COLLEGES AND INSTITUTES OF HIGHER EDUCATION
The development of libraries in many colleges in the United Kingdom was less successful and certain than in the universities. Callum Smith Burnett wrote:-

"There are several common themes in the history of college libraries in the English-speaking countries. In the earliest years of a college's life there was often no library, although there might be a collection of books dispersed throughout the building for classroom or laboratory use. When a library was provided, it would probably be at first in the care of a lecturer or administrator as an honorary and part-time librarian. ... In more recent times classroom collections have been centralised and new libraries created, only to suffer at the start from limited funds and a lack of appreciation by administrators and lecturers."(6)
Although the number of librarians in colleges continued to increase, a real improvement took place in the mid 1950's when the Government issued a series of documents which recommended that all technical colleges should have libraries with adequate funding and made adequate library provision one of the pre-conditions of colleges seeking advanced technology status. By 1957 there were nearly ninety technical college librarians. (7)

A survey conducted in 1970 showed that of the four hundred plus colleges of technical and further education, most had initiated their library services between 1957 and 1966. There were very few colleges without some form of library service, although seven per cent of these services were still run by lecturers, rather than librarians.(8)

Of the eighty six training colleges for teachers that had developed by 1937, only twelve per cent had full time professional librarians. Following World War II, a greater number of local government maintained training colleges were established along side the original voluntary colleges. From 1958 there was a period of considerable expansion for all these colleges. After the Robbins Report of 1963 they offered three year degree courses replacing the earlier two year training courses, and in 1964, they became known as colleges of education. (9)

In 1964 a survey showed that eighty per cent of college of education libraries fell below the professional standards laid down by the LA and the ATCDE in 1961.(10) This was followed by a period of concern and improvement. By 1970, however, the period of growth experienced by the colleges of education was coming to an end for there were:

"strong indications that the future of college of education libraries would be unsettled, and that reorganisation and retrenchment would be the norm. For in 1972 came the James Report ... with recommendations on the restructuring of courses for teachers ... and on the role of colleges in relation to universities, polytechnics and other colleges. These proposals, suitably digested by the government and blended with information on a shrinking birth rate and a need for fewer teachers, gave rise to a white paper in late 1972, entitled 'Education: a framework for expansion'. In
the case of colleges of education it was more indicative of contraction, ... Teacher training places were to be almost halved, and the role of colleges of education was to be diversified to cope with the surplus student capacity." (11)

This diversification lead to some colleges of education being incorporated into nearby Polytechnics, as faculties or departments of education. In addition, some sixty colleges and institutes of higher education emerged. Gordon Brewer states that basically these fall into three categories:

"(a) institutions formed by the merging of two or more colleges of education;

(b) institutions formed by the merging of one or more former colleges of education with a non-teacher training establishment;

(c) institutions formed by a diversification of courses within a single college of education or some other type of college." (12)

Where these mergers included one or more colleges of education in the constituent parts of the newly formed college or institute, in addition to their libraries they often brought into the new institution a resources centre, or in a few cases an established learning resources service.

These resources centres had developed within the old colleges of education and had the combined role of providing basic audiovisual production services for student teachers and the staff of the college, and the provision of collections of resource materials in a variety of the more recent audiovisual materials other than printed books and periodicals. These were provided for the students primarily to assist them to prepare for teaching practice. Because of these separate resources collections, the libraries of these colleges were often still predominantly print based, and indeed a few still are as is shown in various case studies.
"The latest round of problems has included the establishment of rival educational technology or media centres, although most colleges now appreciate the necessity of close co-operation between library and media unit, and in many cases integration has been the solution. The audiovisual revolution has posed for many college libraries the question: to be or not to be a learning resources centre?" (13)

In some colleges of education the library and the resources centre had already combined to become learning resources services, a combination of a multimedia library and an audiovisual production service, as at Trinity and All Saints College, Leeds, the first such recorded case (See History 1970-1972) and at St Pauls College, Cheltenham, where the Library and the Resources Centre came under the control of the College Librarian in 1972, seven years before the college combined with the College of St Mary to become the College of St Paul and St Mary. (See History 1970-1972). Although combination of these services did not necessarily lead to an integrated learning resources centre, it did mean that print based and the more recent audiovisual materials were often located together and managed by the library staff, while audiovisual production was carried out by the resource centre staff, with overall control by one person, usually the librarian.

3.3. POLYTECHNICS

The Polytechnics, designated by the Department of Education and Science between 1969 and 1973, resulted either from the amalgamation of a number of colleges of technology, commerce and art which brought with them their own libraries and staff, or were formed from a former college of technology which already had an established library service.

The libraries of the former colleges of art in particular, often included multimedia collections and some even had basic audiovisual production facilities. This ensured a multimedia start for many of the new polytechnic libraries.
Callum Smith-Burnett reported that:-

"Polytechnic Libraries have adopted a variety of approaches to the provision and production of non-book materials. By 1974 only two were not providing any audiovisual facilities, while at the other end of the scale three had established learning resource centres, integrating educational technology production and advisory services with the library. In the majority the library provides storage for audiovisual material, organises and exploits it, largely within its own territory, while production is left to an educational technology unit. An outstanding example of an integrated centre administered by a professional librarian is that at Plymouth ... At Brighton the service has been integrated under a media specialist." (14)

3.4. THE COUNCIL FOR NATIONAL ACADEMIC AWARDS

Although the Library Association had issued a comprehensive set of standards for the new polytechnic libraries in 1968 (15), the real force behind the development of many polytechnic, college or institute of higher education and other academic library services at this time were the efforts of the Council for National Academic Awards. CNAA set out to bring the standards of library service in all colleges offering CNAA accredited courses up to an acceptable level. The situation at Plymouth Polytechnic was a classic example of this. (See History 1973)

CNAA's Royal Charter required it to ensure that the standards of its awards were equivalent in academic terms to those of British universities. One condition upon which the equivalence of standards could be based was that the teaching and study structures employed by the institution should equate with those in a university.

While the Council did not exist to act as a central examining body, it accredited course proposals put forward by colleges and polytechnics. Subject to the approval of CNAA, the institution could then carry out its own assessment and examination procedures.
"The Council would approve or withhold approval from entire courses. In essence, for the first time in Britain, a body free to draw on accepted practitioner and academic expertise and able to extend its interests to virtually any field of study was now responsible for scrutinising and evaluating the provision of resources proposed by local authority colleges, and after 1966 by the new composite polytechnics, for their most advanced projects: teaching staff, equipment, accommodation, funding, library. For every librarian in higher education in Great Britain outside the universities, ... the CNAA now cast its long shadow across the road ahead." (16)

CNAA's influence continued to help to improve both library standards and multimedia development, and caused a number of polytechnics and colleges of higher education to investigate the concept of the learning resources centre or the co-ordination of the library with the audiovisual production service, and in some cases other support services. This led to the initiation of such combined services in a number of institutions. For:-

"The circumstances found by CNAA when it began its visits to colleges were very varied. ... CNAA recognised very early that the encouragement of more open learning structures had consequences for academic support services such as libraries. In many colleges however, the mid-1960s situation was that comparing their library facilities with those of the universities was rather like matching a stunted gnome with a ball and chain fastened to his feet with the heavyweight boxing champion of the world. Some colleges even then had excellent facilities, but in general ... the library was a teaching staff facility in the main and therefore in terms of size and range of stock, and indeed of accommodation and facilities, was not equipped to deal with a large influx of students. ..." (17)

The need to obtain accreditation was so important that during the 1970's, many colleges strived to reach standards of resource provision acceptable to CNAA.

"The somewhat amateurish involvement of individual members of CNAA's Librarianship Board on a totally unco-ordinated basis worked well enough when the Council was dealing with only 40 to 50 colleges ... but it began to show cracks ... with the expansion of the Council's activities consequent upon the colleges of education being brought under its notice in the 1972-3 period. ... [and with] the trend in some institutions towards the establishment of combined learning resource collections." (18)
That the involvement of individual members of the CNAA's Librarianship Board did have an effect on some institutions thinking in terms of combined resources services is undoubtedly true. At least three of the CNAA's Library Visitors over the years are known to be 'committed learning resources service' enthusiasts. The Librarian of Worcester College of Higher Education remembers the CNAA visit of 1972/73 in which Peter Pack, the CNAA Library Visitor and himself then in the process of setting up a combined learning resources service at Edge Hill College of Higher Education (See History 1974-1975) made recommendations which lead to developments in the Worcester College of Higher Education Library, and its later linking with the audiovisual production service for a period of time. (See History 1973).

In a survey of colleges of higher education conducted by Gordon Brewer, he asked about CNAA's influence on policy issues other than resourcing. A small number of replies indicated that CNAA had pressed the institution to examine the relationship between the library and educational technology provision.(19) The known effects of CNAA on the development of relationships between libraries and audiovisual production services in shown in Table 16 (in Section 3, Conclusions).

CNAA continues to exert pressure on institutions to maintain effective support services, and professional librarians are still included in the teams who undertake all its quinquennial visits to institutions and the visits to assess the implications of specific courses. Over recent years, for a number of reasons mainly based on economics, its beneficial influence appears to have been somewhat reduced.
BIBLIOGRAPHY

1. Case Study of Southampton University. See Appendix 4.

2. Case study on The University College of Wales, Aberystwyth. See Appendix 1.

3. Case study on the University of Keele. See Appendix 2.


7. Smith-Burnett, G.C.K. Ibid.


17. Davinson, Donald. Ibid. p.49.

18. Davinson, Donald. Ibid. p.51.

4.1. AUDIOVISUAL PRODUCTION SERVICES

Prior to the Brynmor Jones Report of 1965, Audiovisual Production Services had already begun to develop in some academic institutions. One of the first was that of the Newcastle University Audiovisual Centre in 1950. This was originally set up by the Dean of Medicine to support medical teaching, but later extended its services to the other departments of the University. By 1964, it had a staff of 18, was headed by a science graduate with experience in photography and broadcasting, and was staffed by photographers, projectionists, maintenance and clerical personnel. It offered film production, printing and copying services, audio recording and reproduction, slide copying and production and a consultancy and maintenance service. A number of other Medical Schools were setting up central departments to provide audiovisual services to all sections of the school, although not necessarily to all sections of the institution, as in Newcastle. (1)

Other early services reported in the Survey Results in APPENDIX 9, include the Cambridgeshire College of Arts and Technology Audiovisual Unit, founded around 1955; the Aston University Audiovisual and Photographic Services in 1958; and the Arts Faculty Photographic Unit, at Bristol University, in 1961.

In addition to the then rare centralised unit, individual teaching departments in universities and colleges were also developing their own collections of audiovisual hardware to assist in the teaching process. At this time they tended to consist of 16mm film projectors, epidiascopes, slide projectors and filmstrip projectors, open reel tape recorders and possibly a still and/or a cine camera. Apart from slide making, however,
little audiovisual production was actually being undertaken by teachers, the equipment was used mainly to play back available aids and programmes. However, it was a period of development, new techniques and systems were being tried and tested, including the early forms of 'teaching machines'. David Piper wrote:

"A Times leader in 1960 confidently predicted that teaching machines would compensate for a lack of teachers, and in the years that followed few readers of the popular press could have remained unaware of this wonder of modern technology that was to revolutionise education. The advent of the teaching machine and the development of closed circuit television doubtless did much towards making investment of public money in media development a politically attractive (even glamorous) policy.

Not everybody was enthusiastic about these mechanical and electronic appurtenances to teaching; they were, for instance, seen as offering more to the sciences than the arts. Significantly the Brynmor Jones Committee set up to advise the Government on the use of audiovisual aids was restricted by its brief to Higher Scientific Education."(2)

4.2. DEVELOPMENTAL FACTORS

Two important developments took place in the mid 1960's which have largely contributed to the present day situation as described in this work in which almost 40% of the audiovisual production services in institutions of higher education are linked or combined with the institution's library service. These were the Brynmor Jones Report and the development of learning resource services in schools.

A somewhat similar situation exists in colleges of further education, although developments in this area are not included in this study. Gordon Brewer, then Head of Learning Resources at Bedford College, and now Librarian of the London University Institute of Education, was appointed Research Fellow of the Learning Resources Development Group in 1986, to undertake a Learning Resources Research Project in Colleges of Further and Higher Education. He will not have completed his work before the end of 1987. Information of mutual interest to these researches has been exchanged.
4.3. THE BRYNMOR JONES REPORT

The first of these developments related to the creation of audiovisual production services in universities. Although some audiovisual production services already existed, the concept of the audiovisual production service gained academic respectability in 1965 with the publication of the Brynmor Jones Report, or to give it its proper title Audiovisual Aids in Higher Scientific Education. (3)

Under the Chairmanship of Dr. (later Sir) Brynmor Jones, Vice Chancellor of Hull University, a group of academics formed the Working Party. This was composed of five Professors from universities, two Vice Principals of Colleges, and one Advisor to Teachers from the University of London Institute of Education; with a group of three assessors from the bodies concerned with the setting up and publication of the report - the University Grants Committee, the Department of Education and Science and the Scottish Education Department, plus one from the Department of Scientific and Industrial Research. The working party met over a period of two years to:

"survey the current use of audiovisual aids in teaching and research in the pure and applied sciences in institutions of higher education in Great Britain and, taking into account their use in similar fields in comparable institutions in selected countries overseas, to assess their potential usefulness and possible lines of development in Great Britain; and to report." (4)

In the Report, audiovisual aids were defined as:

"aids to communication. In the context of higher education they are aids to learning, to teaching, and in some cases also to research. ..."(5)

The Report made a number of statements which showed that the members of the Working Party equated the audiovisual aid with the book in many respects. These statements are particularly
significant in the light of the recommendations which the Working Party made.

"The academic has rightly tended to revere the book and has accepted it as the means for recording original thought and as the epitomiser of knowledge. It is argued that the ability to record on discs, magnetic tapes, films and video-tapes is simply an extension of this facility. As a mode of fixing expression it is as much the property of the scholar and teacher as is the use of the printed word ... Audiovisual aids may logically be considered as fitting into the same kind of communication as books ... Thus discs, broadcasting techniques, tapes and films can as properly be used by academics as books. Indeed, there are obvious cases in which society as a whole, as well as special interests within society including the academic, may find that there is an intrinsic economy in the use of audiovisual aids ...

This is an additional factor which the academic has to keep in mind: any group of students today will tend to be almost 'picturate' as they are 'literate' and will be more accustomed and probably more receptive than their mentors to visual communications." (6)

"The verbal discourse, typescript and print are no longer the only effective channels for communicating ideas. Academic films are as proper a use of cinema techniques as books are of writing and printing, and in this connection, we foresee a time when in certain disciplines, such as medicine, biology and psychology, a film recording an original piece of research may be accepted by universities for a higher degree." (7)

But in spite of this, and several important sections concerning the role and work of libraries in the Report, there was no academic librarian included in the Working Party nor was there any attempt to make the logical link between the provision of the older forms of communication with the more recent. Nor did the Library Association, SCONUL or any professional library organisation submit evidence to the Working Party, nor did any individual librarian.

Members of the working party also visited a number of educational establishments in the United Kingdom, Germany and the United States. In the United States they visited a number of universities, some of which had already developed a centralised
service to deal with the various aspects of the use of audiovisual aids and programmes within the institution. A particularly strong impression was made by the Pennsylvania State University which already had a Division of Instructional Services, whose main responsibility was to improve the quality and standard of instruction in the institution. The main emphasis of this service was in the area of television. Such services were then known in the United States as "department[s] of learning resources". The Division of Instructional Services provided services covering course development and evaluation, television, film, still photography, and graphics production, instructional research and a film library.(8)

At the University of California, the Academic Communications Facility had been established in 1962, taking over the responsibility for audiovisual materials and aspects of their communication from various teaching departments in the university. Its aim was to:

"handle the storage, retrieval and distribution of information. ... It is of no small interest to note that in the recommendation to the Chancellor of the University, which resulted in the setting up of the new Academic Communications Facility, it was pointed out that, just as the printing press in the 15th century had widened enormously the distribution of knowledge, so the newer resources of the 19th and 20th centuries for the storage and retrieval of information could be used to open up new channels of communication." (9)

The Academic Communications Facility had three divisions. The Planning and Development Division, which examined new problems, developed procedures and evaluated results. The Production Division, with facilities ranging from graphics to film and television production. The third was the Operations Division, which stored, distributed and displayed the materials produced by the Production Division, but which also had a library containing a large number of films, audio and video tapes, and obtained films and other materials from elsewhere. This division also supplied projectionists and equipment, and offered a maintenance service for the institution.(10) Thus this service offered almost
the same range of services as a modern learning resources centre but without a major print element.

A survey was also circulated to universities and other institutions of higher education. This showed, inter alia, that the use of audiovisual materials was greatest in education departments, followed by engineering and technology. The use of audiovisual aids in medicine, to the surprise of the Working Party who had the impression that as a faculty it had led the way, appeared to be less than in these other departments, although as the Report pointed out, their questionnaire did not ask about the extent of use.

Also:

"Little difference was found in the results obtained by groups of students learning by machine or by book, with possibly a slight balance in favour of those who had used the machine." (11)

Another conclusion of particular relevance to this work was:

"... we became more and more aware during our visits that the development of audiovisual media was in effect in the hands of small groups of devoted enthusiasts. In most instances the enthusiast was working alone, and it was evident that if he were to leave his present department there would be no one left who would be qualified, or willing, or even interested to carry on the work." (12)

As will be shown there is a close parallel between the development of audiovisual media by enthusiasts and the development of the earliest combined or integrated learning resources services. For when some of the original enthusiasts for this type of service resigned or moved on to other posts, the services they had created suffered serious setbacks.
4.3.1. IMPLICATIONS OF THE REPORT FOR LIBRARIANS

The conclusions and recommendations of the Report of specific relevance to this work are as follows:

4.3.1.1.

"Increases in student numbers and the growing pressure on student and teacher alike arising from advances in all fields of science and technology, have faced universities and colleges for many years. While new communication media can help to ease these pressures many members of academic staffs are either unaware of their potential or, realising their possibilities, lack the knowledge or the technical assistance to use them efficiently. Valuable pioneer work has been done in some medical schools through the provision of central facilities. ... but there is a widespread need for the provision of a co-ordinated communication service in most academic institutions. We believe that, given a proper 'ideal of service' and adequate facilities, central units can improve teaching and strengthen communication throughout the field of higher education." (13)

This statement is as true today for most universities and many other academic institutions as it was then and could still be used now as the educational basis for the development of a co-ordinated or integrated learning resources service.

The sad fact is that the Brynmor Jones report represented a serious missed opportunity. For neither those who commissioned the Report, nor the members of the Working Party ever accepted that the basis for such a service in a university already existed in the form of the university library. Had the Report not recommended separate audiovisual production services, many of which are now in a period of decline, and had the report been sufficiently farsighted to have followed the links they saw between the more recent audiovisual materials and the book to their logical conclusions, the whole pattern of the provision of learning resources in universities and other academic institutions would not only have been changed, but would have been improved to the benefit of all the members of the institution. The service thus provided would have been more effective and more efficient, particularly important in the light
of the recent decline in the economic fortunes of academic institutions. And the audiovisual services established as a result of the Report could have been better protected and in a much healthier state today. Nor can the University Librarians of that period escape criticism either, as will be shown.

4.3.1.2.

"... The Department of Scientific and Industrial Research ... referred to a lack of co-operation in the use of expensive photographic equipment in university departments, leading to waste and to a duplication of facilities ... they felt ... universities ... should be asked to consider whether the establishment of central photographic units ... would not be of value in the development of photographic activities... We agree with this recommendation, but would stress that the services provided by the central unit should be extended to cover not only film but the whole field of communications.

... While central units should be the servants of their academic customers, individual teachers, departments and faculties should in no way be discouraged from producing the aids they need, and which they have the time and equipment to produce ...

In the same way as a department with its own restricted library resources will look to the faculty or university library for additional facilities, so a department with its own limited audiovisual unit should seek the help of the central unit when the work involved is too intermittent, too great in quantity or too complex and specialised in nature."(14)

This latter recommendation relating to departments and faculties continuing to undertake their own audiovisual production rather weakened the argument for a central services unit. One can understand that the recommendation was made because of the considerable autonomy maintained by many university teaching departments, and the desire to obtain their approval for the main recommendation of the central service unit. But as is shown in the Case Study on the University College of Wales, Aberystwyth (See Appendix 1) this led in some universities to a continuation of wasteful departmental facilities and a no-growth...
situation for the central service unit. This problem has been overcome by the development of strong centralised learning resources services in some colleges and polytechnics, however.

It is also significant to note that a number of central photographic units either already existed in university libraries or were to be developed shortly after the Report was published. Originally formed to deal with the older photographic based photocopying processes available at that time, and the production of microfilm for the library, they usually extended their services to the institution as a whole. Many of these units exist today, remaining still as predominantly photographic production services (although they have usually widened their scope to include overhead transparency production) maintained by the library and often they are run in parallel to a separate central audiovisual production service and in some cases with little co-operation between them. Some developed into full scale audiovisual production services, however, as at Southampton University. (See Appendix 4).

4.3.1.3. Then comes a recommendation that should have caused an uproar from the library profession, even in 1965, particularly in the light of Winifred Kenyon's statement quoted earlier. (15) It was also to cause inconvenience to many members of academic institutions, although they may not have been aware of it as such, and helped to delay multimedia development in many libraries, especially university libraries.

"Centralised storage and retrieval can offer several advantages. The unit's library [the writer's underlining] can acquire books by purchase, or on loan from outside sources, and can store and catalogue text-books, journals, reprints and catalogues concerned with audiovisual methods, materials and equipment. It can also acquire, store and catalogue sound recordings, video-tape recordings, films, lantern slides, large transparencies, photographs, drawings, diagrams, charts, models, exhibits and programme-instruction materials which are then available to members of the academic staff as supplements to their own or departmental collections."(16)
It must be presumed that "the unit's library" could employ its own 'librarian' to set up the necessary storage, retrieval, loan systems and so on.

In retrospect this was a most unfortunate recommendation. For these new services were to be set up in universities where there were already well established library services. Many of these libraries were working towards the concept of one centralised service rather than a series of departmental libraries, on the grounds that if collections of information are allowed to be isolated within departments, it becomes much more difficult for people to gain access to that information. Whereas a centralised library collection allows easy access by all members to all the information materials in the institution. What is worse is that departmental collections of materials are usually related to a specific subject, but in the case of the library of the central audiovisual service unit, the subject coverage in the form of the more recent audiovisual materials could be as wide as that of the university library itself.

It is necessary to question what impression the university library, its librarian and staff in their own institution had made on the members of the Working Party which produced this report, which caused them to ignore its role in this area entirely?

4.3.2. RESPONSE TO THE REPORT BY LIBRARIANS
Equally of concern is the lack of response by librarians to this specific proposal in the Report, librarians, who according to Winifred Kenyon, were supposed by then to have accepted that the information and not the format in which it was presented, was of prime importance.(17) There is no trace of any published response by university or any other librarian concerning the implications for university libraries of the Brynmor Jones Report in 1965 or 1966.
In his letter, the Secretary of SCONUL (Standing Conference of National and University Libraries) stated that he:

"eventually found a resolution made by the SCONUL Committee to the effect that it was agreed that there was no statement to be made at the time on the recommendations of the Brynmor Jones Committee." (18)

He felt that this lack of response may have been due to the fact that SCONUL was preoccupied with providing evidence to the Parry Committee at that time, and there may also have been a degree of apprehension over embarking on too much competition with the Departments of Educational Technology that were being established. However, it could simply have been the expression of a conservative attitude towards the more recent audiovisual materials.

There were to be some responses to the Report in later years, notably in the Parry Report, discussed later in this chapter, and in Dr. Brian Enright's book *New Media and the Library in Education* published in 1972. In this he stated that the Brynmor Jones Report:-

"emphasised that 'the library is the institution's information centre and information should be stored there on tape, film and microfilm as well as the printed page'." (19)

This is corroborated by R.V. Fox, in his 1978 thesis *The development of technological university libraries...* (20)

4.3.2.1. THE ATTITUDE OF THE REPORT TO THE UNIVERSITY LIBRARY

Although the words quoted above do indeed appear in the Report, it is unclear that the Report is referring to the main University Library at this point. The statement could equally refer to the library of the central service unit which the Report recommends. This would be in context in a Report which consistently ignores
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the role of the university library in its deliberations and recommendations. Also whenever the university library is mentioned in the body of the Report, it is specifically described as 'the university library'. (21)

In the Report, the quoted statement continued:

"Although such libraries are as yet few in number, some do exist and the students are fairly accustomed to using microfilm readers. ..."(22)

If this refers to the Library of the University, very few at that time had 'tape, film and microfilm as well as the printed page'. However, these materials could be found in the separate libraries of some of the 'departments of learning resources' in the United States which impressed members of the Working Party. At this time in the United Kingdom, many university, college, special and public libraries had microfilm as well as books, but rarely the other audiovisual materials mentioned.

It is also important to note that it is only in paragraph 19 of Appendix 8 of the Report, entitled 'The design of accommodation required for the use of audiovisual aids' that this statement appears. This appendix discusses the design, facilities and requirements of teaching rooms, lecture theatres, the library and the central service unit, all areas that would come under the control of, or be serviced by the central service unit if the recommendations in the body of the Report were followed. The section on the library, unlike the other areas covered in the Appendix, is completely unspecific and dwells largely on the need for the storage of documents on microfilm. It says nothing about accommodation or other facilities, except to state that "New libraries should therefore be designed, with carrels suitably wired for microfilm readers". (23)

The position of the comma in this last quotation is significant, as a new central service unit could expect to have accommodation with space for a new library in it. It would be completely
impractical to replace existing university libraries with new buildings simply to meet this need!

A subsequent paragraph, 22, in the same Appendix begins:

"The Central Service Unit
Finally, whilst the library will be the information centre involving the use of audio and visual information storage systems, there will also be a central service unit for the teaching activities of the institution, as recommended ..."(24)

While this quotation suggests that in this instance the library referred to could be one apart from the central service unit, in the context of the Appendix and what has gone before, even this is doubtful. There is no recommendation in the Report that the university library should stock "audio and visual information systems", whereas the library of the central service unit was expected to have such systems. Had the Working Party envisaged such a development in the future in the university library, presumably they would not have recommended that the the more recent audiovisual materials be placed in the library of the central services unit, if only to avoid considerable duplication.

However, it is quite clear which library is being discussed in the main body of the Report. When discussing the role of the central service unit, on page 93, under the heading of "Storage and retrieval" it states "The unit's library can acquire books ..." and the library concerned is quite clearly the library of this central service unit. The phrase is used a number of times. On page 93 of the Report the phrases 'the unit's library' and 'the unit's library service' are both used and there appears to be little doubt about the fact that this refers to a function of the central service unit. This is confirmed on page 95, section 430, dealing with the functions of the central service unit, which are given as:-
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"(a) production of a variety of aids ...;
(b) storage and retrieval;
(c) presentation, ...");"(25)

Thus the position of the Brynmor Jones Report on the concept of the centrality of the library in the university remains unclear. Indeed, the Report shows a variety of views, some of which are rather confused. But with no library practitioner on the Working Party, and with a number of professors from universities, at least some of whom would have had and valued their own departmental library collections, these views are not surprising.

4.3.3. OTHER RECOMMENDATIONS OF THE REPORT

The Report further recommended that:

4.3.3.1. The:

"Presentation of audiovisual aids should be linked to the unit's library service. Virtually all aids require some auxiliary instrumentation, and occasionally additional staff for their effective application. ...")(26)

This would mean that the library of the audiovisual production service should act as the central point for both the provision of the appropriate audiovisual materials and arranging for its presentation on suitable equipment and possibly with technician support.

4.3.3.2.

"Information, consultation and instruction should be regarded as possibly the most useful, and therefore the most important, functions of the central unit. The specialist staff of the central unit would be well equipped to render this service. ...")(27)

Information on the availability of published audiovisual materials and on other aspects of educational technology, was seen as the responsibility of the audiovisual production service.
4.3.3.3. Educational development of staff and some teaching was also seen as a responsibility of the central audiovisual production service.

"the central unit should make users of aids aware of the possibility of improving both the methods and materials used. In close co-operation with subject experts and with appropriate institutions, central units should initiate and organise new research in the field of teaching methods...

Instruction at several levels should be an important responsibility of the central unit... a central unit could serve as a catalyst to those who use them for teaching or research. It could instruct individual teachers, research workers... in the application of audiovisual methods and techniques to their special problems. The central unit could also train a number of technicians for work in the field of audiovisual aids... Finally, ... some of the large university centres should accept graduates who wish to train in educational technology..."(28)

4.3.3.4. The Report also recommended that when a central unit was formed then existing stocks of audiovisual equipment in the institution would be centralised, leaving in the departments only those items which are in very frequent use or which are of particular value to that department. It was also recommended that the unit should have proper academic status within the university, with representation on appropriate university committees.(29)

4.3.3.5. The Report's final recommendation was that a national centre for educational technology be created. This led to the establishment of the National Council for Educational Technology, in 1967. Its first Chairman was Sir Brynmor Jones. The National Council was later to become the Council for Educational Technology, which it still remains today. As a final librarianship anomaly, the Report recommended that the national centre should also have it's own library which should acquire and catalogue material for reference, loan or purchase. The library's resources should include books, journals and theses, catalogues on films, video-tapes, slide collections, sound recordings and teaching programmes, charts, models and exhibits. (30)
"We strongly recommend that the library service of the National Centre should include both teaching and research films. There are likely to be many research films which will contain sequences of value in teaching and if these were located in a separate research-film library we feel that they might not be made readily available to teachers." (31)

The library service should form an integral part of the National Centre. (32)

Thus on one hand the Report recommended that the central service units should set up their own libraries of multi-media materials, excluding print materials except where they relate to audiovisual materials and equipment, which would be quite separate from the existing predominantly print based library of the institution. Yet on the other hand, when considering the library of the National Centre, the recommendation was for a single multimedia library including print and audiovisual materials on a wide range of appropriate subjects, the library to be intimately linked to the other services of the centre.

4.4. THE EFFECTS OF THE BRYNMOR JONES REPORT

Following the publication of the Report, the University Grants Committee designated nine UK Universities (including the University of Sussex (See History 1969) as 'high activity centres' and gave them substantial sums of money to establish well-equipped and well staffed central audiovisual production service units. Some other Universities received smaller allowances to develop central service units, and the concept began to spread to other universities and institutions of higher education. The dates of inception of audiovisual production services in the institutions of higher education covered in this work are given in the Survey Results in APPENDIX 9. Television units were of particular interest to teacher training establishments where they were seen as being of value in observing student teachers during classroom activities.
In a Survey (33) published in 1976 by the Council for Educational Technology, the authors found that in 88% of universities (some 44 of the 50 universities in the UK) had implemented the Brynmor Jones Recommendation that Central Service Units be established. Durham, Oxford, and St. Andrews were the only English and Scottish Universities not to have such a unit at all, while all the Northern Ireland Universities had such units. In Wales, take up was poor. Bangor, St. Davids, UWIST had no such unit, Aberystwyth had only two and a half technicians under the oversight of the Director of Drama, while Swansea had only two technicians already under the 'caretaker' control of the Director of the Computer Centre. Cardiff was then the only University College to have a properly constituted unit.

In general these units provided audiovisual production services, including photography, film, television and graphics. Some were involved in teaching, either as part of staff development, or in educational technology courses for students. In his book Teaching and Learning, published in its second edition in 1976, Norman MacKenzie wrote:-

"Thus the general principle of central units was officially endorsed in the United Kingdom and it appears to have been taken up in Europe and Africa, where the line taken in the Brynmor Jones report reinforced the impression created by much of the United States literature on the organisation of support services. It is interesting to note, in view of the time-lag that seems to exist in this field between North America and Europe, that the tide of opinion seems to be moving against such segregated centres in several United States institutions at the moment when it is clearly still moving in favour of them elsewhere. It may be wise perhaps, to regard the central unit as essentially a transitional form, necessary to protect and nurture the media interest in its early days, but possibly unsuitable when an institution develops a more widely based interest in new methods of teaching and learning". (34)

There is no single pattern for the audiovisual production services which developed from the Brynmor Jones Report. Titles of the units varied from one institution to another, and these are
HISTORY TO 1968 - BRYNMOR JONES REPORT

shown in APPENDIX 9. Staff numbers in 1976 varied from, for example 38.5 academic and technical staff in Manchester University and UMIST to 2 technicians in Swansea. In the same year two audiovisual production services in universities were noted as being under the control of the University Librarian (Sussex and Lancaster) and one under the Director of Computing (Swansea).(35)

Norman MacKenzie's statement that the separate central service unit for audiovisual production should be regarded essentially as a transitional form has been shown to be correct for much has happened since those words were written. Under his guidance, his own University Library had already linked with the audiovisual production service in 1971 (See History 1970-1972) and the 'founding three' of the polytechnic learning resource centres already established. (See History 1970-1973). Some of the first Colleges to form relationships with the audiovisual production service had already begun linked or combined services. These early links and mergers were carried out for sound educational reasons.

4.4.1. THE PARRY REPORT

Published in 1967, this report contains what must be one of the first positive responses to the implications of the Brynmor Jones Report for university libraries. The Parry Report recognised the need for the provision and use of the more recent audiovisual materials in academic libraries, that they would have far reaching consequences and that it would be:

"unwise to isolate all consideration of the use of new media in teaching and research from that of the long-established medium of the printed word. We anticipate ... that in many cases students will want to use books together with audiovisual material." (36)

The Report then recommended that:

"... any university central service set up on the lines recommended in the Brynmor Jones Report ... should maintain the closest liaison with the university's library."(37)
Despite this positive recommendation, the autonomy given to the educational technologists by the Brynmor Jones Report had had its effect. Some of the newly created audiovisual services did set up their own libraries, and in ten universities they can still be found today. (See Table 2, in Chapter 20, Conclusions). Fortunately, some other universities which set up audiovisual services saw that maintaining separate libraries of audiovisual materials was illogical when a library service already existed, and could provide the necessary skills and expertise to make available both the products of the audiovisual production service and purchased audiovisual programmes. Thus a link between the two services in a number of universities was created.

In his thesis, R.V. Fox, writing about the period 1966-69 when central service units were being established as a result of the Brynmor Jones Report, confirms this. He pointed out that in some cases audiovisual developments were taking place in services separate from the library. But in those universities that had developed from the old Colleges of Advanced Technology, multi-media developments were beginning to take place including the purchase of audiovisual materials and equipment. At Brunel University, the Librarian emphasised the need for accommodation for the storage and use of audiovisual materials in the proposed new library, while City and Bath Universities both received grants from UGC for the purchase of audiovisual equipment for their new libraries. As there was little suitable audiovisual software for university use, academics were encouraged to produce their own and deposit copies of it in the library.

"In this way some understanding grew up in many institutions that the local educational technology unit ... would provide the equipment ... while the library would take on the responsibility of making available the software... "(38)

In recent years, audiovisual production services in universities and other institutions of higher education have been facing a difficult period, outwardly as the result of economic pressures. Some have actually been closed down, notably those in Aberdeen
and Cardiff Universities, some have been decentralised and their facilities, much reduced, have been distributed amongst faculties, as can be seen in APPENDIX 9. Some have been dramatically reduced in size, while some have remained relatively intact, although those that remain are not without their problems.

Especially as a result of the economic pressures of the last ten years or so, an increasing number of audiovisual production services have been linked or combined with other academic support services for administrative and organisational reasons, as this work will show.

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HISTORY TO 1968 - EDUCATIONAL DEVELOPMENTS

CHAPTER 5

THE MOVEMENT FOR INTEGRATED TEACHING AND LEARNING RESOURCES

The after effects of the Brynmor Jones Report have led to a number of libraries and audiovisual production services linking or combining, mainly for economic or administrative reasons. Such combinations have been prevalent particularly during the last ten years or so.

A second significant development which also began in the 1960's, led to some of the earliest combinations of academic libraries and audiovisual production services, this time for sound educational reasons. This development was the movement towards the integration of teaching and learning resources in a number of progressive schools in the UK. These integrated resources became known as Learning Resource Centres. Ivan Sidgreaves reviewed the reasons for this development in an article published in 1987.

"The idea of centrally organised learning and teaching resources became prominent in English primary and secondary education at a time when the national system of education was undergoing considerable change and upheaval. The reasons for a reappraisal of the manner in which resources were organised in the schools were clearly linked to a number of factors:

Changing patterns in the school curriculum, and in particular the activities of first the Nuffield Foundation and later the Schools Council in promoting new approaches to teaching and learning.

The problems of mixed ability grouping ... inherent in ... rapid comprehensivization ... The apparent change in emphasis from the 'teacher teaching' to the 'pupil learning'... The rapid growth of the educational media market...

The extensive programme of school building encouraged some reappraisal of the design and organisation of the school library and the part it might play in the school curriculum." (1)
The 'learning resource centre' concept finds its beginnings in the United States of America. In her 1965 Ph.D Dissertation entitled *The relationship between librarians and audiovisual specialists in colleges and universities and the role of each in the academic process* Inez Moore Boddy reviewed developments in the United States up to 1965. She concluded that both librarians and audiovisual specialists were providing an essential service to education, but that both roles were closely interrelated. Librarians were much concerned about supplying the necessary informational materials to teaching staff and students and were beginning to realise that they must include the more recent audiovisual materials in their libraries if they were to do their work properly, and to do this they were going to have to work co-operatively with the audiovisual specialists. While librarians had not then fully accepted the necessity of associated audiovisual services, she believed that they were becoming 'resigned' to the fact they would ultimately have to assume some responsibility for such services.

Inez Boddy made a number of recommendations. Firstly, that librarians and audiovisual specialists should co-operate and combine their ideas to ensure that they gave the best possible service. Secondly, that library schools should include a greater emphasis on audiovisual materials and equipment in their curricula, and organise continuing education courses in this areas for practising librarians. Thirdly, that audiovisual specialists should 'acquaint' themselves with library techniques. And fourthly, that the planning of all library buildings should take audiovisual materials and services into consideration.

In the United States there was also an increasing interest by educationalists in the concept of self organised teaching and learning, with the library as the central point in the process. Donald Davinson, in his book *Academic and legal deposit libraries* published in 1969 discussed the 'Library College
Because of the developing audiovisual technologies it was beginning to be realised that print was not the only support to the teaching/learning process.

"The ... library-college ... is a concept of teaching being built not around the classroom or the laboratory, but around the library - though the library in this concept contains not only books and periodicals, but also the kinds of aids mentioned ... and as a consequence, is beginning to be called a 'learning resource centre'." (3)

In fact the 'library college' concept goes back a great deal further than the 1960's, some say as far back as the Alexandrian Library. Dr. Norman Beswick describes its history in his paper The 'Library College' - the 'true university'? written in 1967. (4)

It was Dr Norman Beswick who was largely responsible for making known the concept of the learning resources centre to his colleagues in the United Kingdom. Over the years he made a very strong case for its adoption in schools and other educational establishments in this country. After spending two years in the USA from 1966, he wrote and lectured on the development of Instructional Materials Centres in some of the schools of the United States. After a further study tour of the USA in 1969, he reported that the 'Instructional Materials Center' was being replaced by the 'Media Centre'. "Like the mini-skirt and the micro-skirt, the differences are small, if rewarding..." (5)

"... in the USA the term 'instructional materials center' appeared in Education Index around 1944, when it meant a district centre from which audiovisual and other materials could be borrowed by schools for their use; succeeding decades saw a gradual shift, so that by the mid-1960s it became the accepted official designation for the multi-media school library... Signs are that 'Media Center' is now replacing it; not only is the term more euphonious, it represents yet again a shift of attention away from the direct intervention of the teacher towards a contemplation of the variety of communication media by both teacher and learner alike."(6)
In his 1969 Paper, Dr. Beswick pointed out that in the UK the school or college library was essentially a book-store, although it might house some other information materials as well. In the United States many school and college libraries had progressed beyond this stage and stored a range of the more recent audiovisual materials as well as print, on the basis that it was the information, and not the packaging in which it came, that was important. If then the library could store other peoples' books and the more recent audiovisual materials as well as the equipment to play them back on, why could it not store materials made within the institution? Indeed some school libraries in the USA already had the necessary technical staff to undertake the production of these materials.

"If there is a justification for the multi-media resource center it lies in the region of educational philosophy. The media center increases the range of experience open to pupils and students... Ought our students to be able, in their individual study, to call upon a wide range of resources, of senses, of types of information media and experience media? Ought our teaching colleagues to be able to use a wide range of resources and find them in one complex? ..."

A Media Center requires the following four talents:

- specialist knowledge of audiovisuals
- specialist knowledge of printed media...
- technician ability
- clerical skills..." (7)

He envisaged the audiovisual specialist being responsible for advising, teaching and supervising the production of new materials, librarians to be the specialists who looked after and exploited the various information materials, technicians to maintain and repair equipment as well as to assist in audiovisual production, and these being backed up by clerical assistance. (8)

From 1970 to 1973 the Schools Council organised a Resource Centre Project, with Norman Beswick as Research Officer for the Project and author of the Report. During the work of the Project it was found that schools had serious problems related both to the
HUGH CUNNINGHAM, of Madeley Court School, Telford, which was then perhaps the most advanced in terms of learning resources organisation and the most lavishly equipped school of its kind in the United Kingdom, when describing the difficulties he faced as a teacher, stated:

"The first was simply obtaining suitable material... The second was having the material produced... The third was ensuring that whatever equipment was required was at the right place - and would work. The fourth, perhaps the most important, was in establishing some way of evaluating the material..." (9)

In 1971, Madeley Court School already had a library resources centre containing a multi-media collection of materials and a range of reprographic and audiovisual production facilities. Similar developments were taking place in a number of schools elsewhere in England. The effects of these developments and the Schools Council Resource Centre Project and its subsequent report were to have implications for higher education as well.

These integrated services were observed by education colleges responsible for teacher training and in the early 1970's onwards, the idea was adopted by many of them in the form of resources centres, separate from the library and already discussed earlier in this work. However, by 1972, two colleges, Trinity and All Saints College, and St. Pauls College had combined services consisting of the library and the resources centre, under the control of the librarian, and which represented the beginning of a trend which was to continue.

At the same time the polytechnics were still in a developmental stage and the idea spread into some of them. In some cases, Plymouth for example, the idea developed as a result of pressures applied to the institution for better and more effective library services by CNAA. (See History 1973)
Curiously, although no University now has an integrated learning resources service, (though five now have administratively linked library and audiovisual services, Sussex, Lancaster, UMIST and Salford), the first such service ever to be planned on a educational basis and developed in an institution of higher education in the UK, began in Sussex University in 1969. (See History 1969) Sadly it never achieved the aim of its initiator and the linking has now been reduced to an administrative level. The situation in many universities could well have been dramatically different today if this service had been developed to the full and its structure copied by others.

The following chapters show how the relationships between the libraries, the audiovisual production services and in some cases, other support services in the institutions covered by this work have developed from 1969, when the first learning resource service was set up, to the present day. The effects of the two major developments covered in the last two chapters can clearly be seen in these developing relationships.

The case histories have been compiled from information produced during this research. In some cases internal documents of the institutions concerned were made available. Details of these documents are quoted in the chapter bibliographies. For convenience of the reader, all the information on individual libraries is documented together, under the year in which developments in relationships first took place.

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6.1. The Open University Library

A multimedia Library Service, with strong but informal links with the audiovisual production services.

The effect of the Open University on multi-media development in university libraries in particular, was considerable. For the first time a major university was making successful and heavy use of audiovisual materials in its teaching programmes. This helped to make the more recent audiovisual materials respectable in the eyes of many and at the same time gave many libraries a wide range of suitable, well produced programmes aimed at the correct level of audience for them, to add to their stock.

"The University came into being in January 1969, and teaching began in 1971. The University prepares students for a degree through an integrated system of correspondence booklets, radio and television broadcasts and summer schools. Material is prepared by members of the academic staff, broadcasting production staff and educational technologists." (1)

The Open University Library is an unusual library in a number of ways. It exists mainly to serve the staff of the University and is not normally available to students.

"These students are scattered over the whole country and are able to use regional and local library services in their own areas. The OU Library, however, does provide the usual services of a university library for academic and headquarters staff. The multi-media university courses also require additional multi-media services to the staff in the preparation of course materials. The OU Library in consequence acts as a resources area for the University in so far as material is stored, indexed and used in producing course materials... Additionally the Library acts as a resource and reference centre for material produced by the University: radio and television programmes, course booklets, reference files of illustrations and slides used or acquired for possible use, contact prints of stills taken during broadcast production by the OU Photographics and BBC/OU Photographics departments." (2)
It was implicit from the beginning that the Library would be the media resources centre of the University. Thus the Library has built up one of the largest collections of the more recent systematic audiovisual teaching materials in the world, although these are mainly those produced by the institution, either by the BBC under contract or by the OU's own in-house audiovisual production service, the Audiovisual Services Department.

By September 1969, the Offices of the University moved from London to Milton Keynes.

"The University Librarian and Director of Media Resources took up his post at about the time of the move ... One significant difference should be noted in the job title of the Librarian. The Director of Media Resources title was added for the first time in British Universities." (3)

Also one of the first of the senior Library staff to be appointed had the title of Media Librarian. The senior staffing of the OU Library began as and still consists of:-

- Librarian and Director of Media Resources
- Sub-Librarian
  - Technical Services (for print materials)
- Sub-Librarian
  - Media Librarian (responsible for all aspects of materials other than books or periodicals)
- Sub-Librarian
  - Chief Liaison Librarian (responsible for contact with faculties)
- Liaison Librarians

Thus a distinction was made from the beginning between print based and the more recent audiovisual materials, which include slides, photographs, film and audio and video recordings. There are now some 130,000 individual items in the media collection, but this includes a large number of slides and photographs. There are about 10,000 audio and video titles.
The significance of title 'Director of Media Resources' is not reflected by an obvious presence of these materials in the Library itself, which one could justifiably expect to be amongst the leaders in multimedia development. The approach to the exploitation of this wide range of materials remains 'traditional'. Although there is a wide range of print materials and computer facilities in the open library areas, the more recent audiovisual materials are mainly stored in closed access areas off the main library. They are viewed in a small and uninviting area in the open plan staff offices, the equipment being housed in steel cupboards, although at one stage playback equipment was located in the open library. This gives the impression that print based materials are still seen as being of paramount importance by some of the senior Library staff. Yet:-

"The multimedia university courses require multimedia services to the staff in the preparation of course material: appropriate illustrative material has to be sought and made available ... Material is acquired and documented to these ends." (4)

This approach to the more recent audiovisual materials in the Library has been taken because of the nature of the media materials themselves. The slides and photographs need to be kept in separate collections, while the audio and video recordings have to be kept in a constantly air-conditioned store in the building, because of the responsibility of the Library to maintain an archive of OU programmes. Thus these materials have never been integrated in the library collection. Also the audio tapes in the Library act as a back-up to the BBC/OU Unit's own collection of transmission copies of audio recordings and if one of their master recordings is damaged, they will call on the broadcast quality copy tape recording held in the Library. Thus the more recent audiovisual materials cannot be lent out and have to be kept in secure and appropriate conditions. It is unfortunate, however, that the play-back facilities are not on open display in the Library and their self advertising features exploited.
When the library building was completed in 1974, the original intention was that users would be able to come to the Library to use all the various information materials in the same place and at the same time and to this end trunking for cables was incorporated into the new building to allow the more recent audiovisual materials to be used along-side print. The idea was unsuccessful, perhaps because the print stock of the Library is available for loan and teaching staff prefer to use it in their own work areas rather than in the Library. Also it appeared that they did not wish to browse through the stock of the Library but had specific needs and requests. However, as the audiovisual materials are only available for reference, they do come to the Library to use them.

"Some university libraries, notably Sussex, have close links with production units and may incorporate production units with library services. At the OU informal links are maintained with production departments such as graphics, photographic and the broadcast areas, but production is not carried out by the library. Liaison is also maintained with the Audiovisual Department which is responsible for the hire of equipment to staff and basic maintenance of all equipment including library equipment." (5)

Of necessity there is still close but informal liaison between the Media Librarian and the Audiovisual Services Department which acts as the technical maintenance, copying and in-house production service, as well as with the BBC/OU Unit which is the broadcast production service.

"The responsibility of these areas is to produce materials and Library Liaison with these departments is designed to keep original material in the area best designed to produce or use the material; for example, photographic negatives are retained in the photographic department for the production of prints, but file prints are maintained by the library for reference and retrieval of the negatives by subject. Similarly broadcast transmission tapes are kept in the transmission departments of the BBC, but reference copies of all programmes are kept centrally in the Library for viewing and use. OU Library responsibility starts with the storage, organisation and retrieval of items rather than their production and the Library provides a central area in the system in which all the materials can be collected and documented, located or viewed and reused for their original purpose or in new courses or programmes." (6)
These links are friendly and informal as the Library has no real authority within these other units. Each is run by their own heads of service and there is no formal co-ordination of these services. The Library remains the reference and archive collection for all their productions, and master copies are kept by the production services only for as long as necessary. Copies of all programmes are made automatically and passed to the Media Librarian. Although neither of the production units maintain their own libraries, increasingly the BBC Unit is building up a large collection of master recordings and materials purchased for use in their productions. This is administered by a stores manager.

As there has always been a policy to centralise all media resources in the Library, any materials purchased by teaching staff for use in their courses or in summer schools are also passed to the Media Librarian. Hence there are no 'departmental' collections of the more recent audiovisual materials in the OU, except for individual teacher's own audiovisual aids.

The BBC Unit in the OU obtains any audiovisual materials it requires for insertion into its own audio and video productions and deals with the copyright problems related to their use in OU productions, while the Media Librarian is responsible for obtaining slides and photographs for reference purposes and deals with any copyright implications which may result if these visual materials are incorporated into OU programmes. The Media Librarian is also the referral point for information on the programmes the BBC/OU Unit are producing and to do this she has to be fully aware of their work.

The Audiovisual Services Department also produces a number of audio and video programmes which, although never broadcast, are incorporated in students teaching packages. The number of these 'in-house' productions are increasing as a result of the OU's developing continuing education programme. The Photographic
Service of the Audiovisual Services Department also has a heavy commitment to the Library in relation to its growing slide and picture collections, including the production of copy negatives to cope with any cases of loss of material. This is done by agreement with the supplying agencies.

The Media Librarian has found herself increasingly in an awkward position. Her department is small in comparison with those of the other two sub-librarians, and has recently suffered considerable staff cuts because of economic pressures on the library, yet there are heavy demands made upon it. Because of the distinction made at the creation of the OU Library to separate print from the more recent audiovisual materials, the Media Library tends to find itself working as a separate unit within the Library and because of the nature of the Media Library's work, much of the Media Librarian's time is spent in liaising with the various separate production departments.

There was a move initiated by the Library staff in the early days of the OU for the Library and the Audiovisual Services Department to be linked by a closed circuit cable television link so that the Audiovisual Services Department could operate the hardware and transmit programmes to the Library on demand. This would have involved greater co-ordination between the two services. However, the idea was not accepted. The situation was re-examined from 1979 onward and moves were initiated by the Media Librarian and the AV Technical Manager to forge closer links. By 1979 the Audiovisual Services Department was able to supply VHS copies of OU programmes for loan to teaching staff to use in their work, while the Library maintained a reference only U-matic collection of OU programmes. The relevance of having these separate reference and lending collections of OU programmes was questioned and their combination considered. When the BBC/OU Unit moved to the Milton Keynes site in 1979/80 the logic of having one access point was reinforced. These moves took the form of discussions and were not committed to paper, and so far nothing has come of
them. The Media Librarian would be pleased to see this situation resolved, but would not wish the Media Library to move from the University Library into the production areas. She would want to see the services moving closer together in some other way.

The Audiovisual Services Department has grown considerably in recent years due to the loan services that have developed for students and the need for the duplication of large quantities of audio and video recordings. The Department would welcome a single reference/loan collection in the Library as it would allow them to reduce the number of master copies they currently retain in order to meet the demands of the teaching staff for VHS loan copies.

Thus the user is being inconvenienced as he has to go to the Library to find out about and view the programme he requires and then go to the Audiovisual Services Department to obtain a loan copy for use in his teaching. If teaching staff require the production of audiovisual aids, they normally approach the design section of the Audiovisual Services Department. However, the designer is increasingly approaching the Library for materials to use in making these aids. Conversely, if the teacher had already found suitable materials in the Library he would then have to approach the Audiovisual Services Department to have the aids made.

All productions made by the OU, either by the BBC Unit or the Audiovisual Services Department are produced by Course Teams, made up of teaching staff, audiovisual producers and a liaison librarian. The librarian's responsibility on the team is current awareness and often the production of the guides to the literature and the bibliographies that accompany the teaching packages. Liaison librarians are not normally involved in production planning although they do attend the meetings and may be able to input materials and information.
HISTORY 1969

6.2.
University of Sussex 1969. A linked Library and Audiovisual Production Service.

The University of Sussex was one of nine universities designated and given grants by UGC in 1967 as 'high activity' centres in educational technology. They were expected to be sources of information, experience, training, research and learning materials suitable for exchange.

Sussex University was expected to develop a 'multimedia centre' to provide advice and guidance on the use of television and other more recent audiovisual materials in teaching and to communicate developments in these areas to the staff of the institution. In 1968 the name of the growing service became the Centre for Educational Technology (CET). Within CET there was a Media Services Unit (MSU), responsible for the audiovisual production and presentation facilities required by the University.

"It was now decided to bring print and non-print media services more closely together, by linking the Library and MSU in the same administrative framework. Since 1968, therefore, MSU has been administratively a division of the Library. While MSU is responsible for the University's media services, CET remains responsible for the training, research and development in educational technology - 'the systematic study of the means whereby educational ends are achieved'...

The Library's collections of sound recordings, slides and microforms and other materials are stored in the Audiovisual Materials section. This material is for use within the Library. Listening and viewing equipment is provided, as are sound proofed booths where the materials can be used, either by individuals or small groups..."(7)

The background to the linking of the Library and the Media Services Unit is given in an unsigned but significant document, now known to have been written by Dr Brian Enright, with assistance from other members of the University staff. It was written immediately upon his appointment to the University on 1 February, 1969.
"For some years informal discussions have ... taken place concerning the feasibility of establishing a comprehensive Learning Resource Centre at Sussex. ... the following plan is a result of ... discussions with the Vice-Chancellor. As the University Library became more concerned with storing and making available 'non-book materials' closer co-operation with C.E.T. became necessary... It is becoming widely recognised (see Brynmor Jones report) that it is undesirable to separate learning resources into distinct discrete non-overlapping categories, or to attempt to rank them arbitrarily in ways which seek to demonstrate the relative superiority of some or the inferiority of others. Until recently the strength of the literary tradition has tended to restrain the development and acceptability of 'non-book' materials, but there are strong indications of a radical change in attitude seeking to end the dichotomy and apparent rivalry. Good teaching and efficient learning are recognised as requiring vast quantities of all types of materials - visual, audio, audiovisual and real. It is becoming clear that print and the new 'media' are complementary, not competitive, and that the use of one does not necessarily diminish, preclude, or supersede use of the other.

Universities are facing a vast information problem. Their members are requiring access to an increasing volume of information stored in a variety of different forms. In order to satisfy such demands for up-to-date information, university libraries are being forced to become much more than traditional storehouses of books. The field of librarianship itself is rapidly changing and there is an increasing interest in a more comprehensive approach to educational media, ranging from items closely related to the book, such as microforms, to the widest possible range of audio and visual media.

The instructional role of an academic library has been acknowledged for some time, but the university library is now seen as having an obligation to become concerned in the organisation of a full range of instructional materials, to become, in fact, a 'Learning Resource Centre', and to use all available technological methods for handling information storage and retrieval. The need has also been expressed for librarians to participate actively in the resource planning activities of the institutions they serve.

In these circumstances it seems hard to justify the traditional separation of the control of books and the new media, where co-ordinated administration promises to lead to more balanced developments, more effective use and an improved level of service for teachers and students.
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It now appears opportune at Sussex to combine media services with the Library and thereby take the first major step towards establishing a Learning Resource Complex under the direction of the Librarian. This would be the first unit of its kind in a university in the United Kingdom, and the rare and extraordinary opportunity for such a development to take place at Sussex has only been made possible by the special form in which the interests of C.E.T. have been designed, and by the long-standing and active concern of the Library in non-book materials." (8)

The date of 1968, given by Tony Trebble in his OSTI report (7) for the linking of the Media Services Unit to the Library is incorrect and may well be a typographical error, for the Media Services Unit did not become linked to the Library until after Brian Enright was appointed in 1969. The original impetus for linking the two services had come from a Consultant's report and from the C.E.T., who saw the Library as the obvious department to carry out the 'bread and butter' work associated with audiovisual production and with the materials themselves. The previous Librarian, who had left for another post in September, 1968, had postponed any final decisions on this linking until his successor took up his post.

The aim of the proposed linked service was to give the Librarian responsibility for the 'co-ordination, integration, development and exploitation' of the learning resources required by staff and students.

Brian Enright summarised the advantages of developing such a service as follows:-

"(a) It enables the University to tackle in an integrated way the problems of serving the information needs of research and learning, and simplifies the access routes to resources for teachers and students.

(b) It would permit the development of the Library as a more dynamic agency involved in resource planning and actively participating as an instrument of education in the learning process."
(c) It would create for the University an integrated resource system capable of combining flexible growth and administrative efficiency. It allows for improvement of information flow, and the introduction of co-ordinated cost effectiveness techniques.

(d) It would appeal to the U.G.C. since it would be a radical and distinctive way of developing and assimilating the 'service' concept into a genuinely functional system.

(e) It overcomes the print-media dichotomy.

(f) It would enable a desirable distinction to be made between the media services and those training, development and research aspects of C.E.T.'s work...

(g) It would provide a model for other emerging learning resource centres in the UK, and the base from which training programmes might be launched for teacher-librarians..."(9)

The Library Photographic Department was to be merged with the Media Services Unit. The Head of Media Services would then be responsible to the University Librarian, and the Librarian and the Director of C.E.T. would maintain close links.

The objectives of the Media Services, once combined with the Library, were seen as:-

6.2.1. co-ordinating the provision of media services for the University. Routine services would be decentralised where appropriate, while MSU would remain responsible for the more complex central services and facilities.

6.2.2. providing an audiovisual production service.

6.2.3. advising on, and administering the purchase of suitable audiovisual equipment to achieve standardisation, economies through central purchasing, and its most efficient use and location.

6.2.4. organising information on, and a central booking service for the more recent audiovisual materials, both those within the University and available from outside.
6.2.5. taking part in training courses and development projects related to educational technology.

6.2.6. collaborating with other organisations in the field of media services.

It was anticipated that over the next five years:

"in broad terms the major task will be to exploit to the full the creative opportunities which present themselves from the association of Media Services with the Library. The exact form which these will take have to be worked out in course of time... (10)

At the same time as writing the planning document on the Media Services, Brian Enright submitted another major document detailing the necessary developments within the Library unit of the service. These included developing the Library's collection of books and the more recent audiovisual materials sufficiently to support the academic standards and range of disciplines both established and projected.

"A quality education cannot be achieved without a quality library. ...

The University Library is clearly something more than a store-house of books, and plans to move towards the dynamic concept of a service centre concerned with the location, acquisition, storage and dissemination of information, and a means of communication between knowledge and people...

The most effective guidance in use of a university library will be primarily concerned with assisting the individual student to learn for himself, showing him how to respond to the formal elements of university education and, in the words of the Hale report, 'how to emancipate himself from formal teaching'. The effectiveness of the use of the library in stimulating the learning processes has led to the development of the concept of the library as a Learning Resources Centre - a major instrument in the university's academic programme, playing a prominent part in its central purpose: the encouragement of the student in his personal and individual search for learning and understanding..."(11)
These documents written by Brian Enright have been quoted in detail as they are the first such documents concerning learning resource services known to have been produced in an institution of higher education in the United Kingdom. Although written within a few weeks of his appointment as University Librarian, they show a clear understanding of and an imaginative approach to the role of a Learning Resources Centre, a role which some learning resource services today have not yet achieved in full, to say nothing of the many institutions which do not yet have services of this type. They are even more remarkable when one considers that no such service existed in this country at that time in higher education. Developments in the school sector were only just beginning and were limited in number, although some schools and colleges in the United States had developed services along these lines.

However, these progressive ideas were never to come to fruition, indeed no university today in the UK has even come close to realising them. For in 1971, Bernard Chibnall, the Director of Media Services, wrote:

"As stated in the draft quinquennial plan, 'MSU is now administered within the framework of the Library since it is also concerned with the production, storage and dissemination of teaching and learning materials.'

Experience has shown that this statement needs amplification and perhaps modification. MSU is not concerned with the problems of storing materials so they are easily available to users. ... [This] really falls within the responsibility of the Library proper.

Further, the common interests of the two units lie at a much more fundamental level than the day to day operation. Both units are concerned to select and organise information in the most effective manner and the Librarian, Library Information Officer, and Media Producer or Designer have this activity in common. The association between the Units over the last 18 months has helped to identify this common interest whilst at the same time drawing attention to the different nature of their operations. MSU represents an experimental activity whose future pattern is in process of development whilst the Library although changing is doing so..."
from an established base. It seems possible therefore that the present formal association between the Library and MSU may become inappropriate during the Quinquennium although collaboration between the Units will certainly continue..." (12)

This possibility was in some ways to become a reality. For in the following year, Brian Enright left to become Librarian of the University of Newcastle, and there have been a number of changes since in the posts of University Librarian and Director of Media Services. While the linked service has been maintained, many of the aims put forward at the inception have not been achieved. The present University Librarian continues the practice of delegating the day to day running of the audiovisual production service to its Director. As a result of the Jarrett report, the Library and Media Services Unit now form a 'Cost Centre' managed by the Librarian.

The Media Services Unit has been significantly reduced in size from 17 staff in 1973 to 10 in 1985.(13)

The service now consists of an AV/TV service supplying equipment and technical support to the University, and providing production facilities. There are no longer any graphic design technicians but the Director is qualified in this area and acts as adviser.

The Librarian considers the linking of the Library and the audiovisual production service to be a loose linking in the sense that while she is responsible for the media production service, she gives it considerable freedom. The Unit works more or less independently, but she retains the final control over its activities, especially in the area of finance. The Unit now undertakes work for outside organisations and generates some income in this way, and its work for the staff of the University is increasing, with a greater emphasis being placed on the production of the simpler audiovisual aids than on television.
The Librarian does not see any direct advantages to the Library in having this link although she does believe that there is some point in having learning resources centralised. Discussions concerning the possibility of the photographic and graphics areas of the Media Services being transferred to the Registrars Department to improve the publicity materials and the public relations effort of the University began in 1986. These areas were transferred in 1987, becoming a "newly designated Photographic and Design Unit." (14)

The Library, although heavily computerised, still has a fairly traditional approach. Microprocessors and coin-op photocopiers are generously supplied but somewhat hidden from view, although well sign-posted. The Audiovisual Room containing the segregated collection of the newer audiovisual materials is on the ground floor but quite difficult to find and it is only open during the day time, while the rest of the Library is open during the evening.

The Librarian has considerably more flexibility over the use of the bookfund than either the University College of Wales, Aberystwyth or the University of Keele. (See Appendices 1 and 2). Expenditure is under her control and she is not tied to a departmental allocation system. She would be able, and is thinking of purchasing the Doomsday Project without reference to any teaching department. This would be purchased as a normal item of library stock. Most of the stock selection is carried out by her own library staff but taking into account recommendations from teaching staff as well. The audiovisual stock has not been expanded to any great extent since the Audiovisual Materials Section was set up.

In 1986 the new Chairman of Education initiated moves to integrate the Education Library, a large multimedia collection, with the main Library as it is one of very few remaining independent libraries on campus. Investigations into the possibilities have not yet been completed.
It is not difficult to realise, when reading Dr. Enright's reports on learning resource developments at Sussex, that they were not written by a 'traditional' university librarian - it contains concepts still not accepted by many academic teachers and librarians today. Indeed, Brian Enright had experience in a number of areas of Librarianship, including a period at the BBC Film Library, before taking up his post at Sussex, and his ideas put forward in these report were later incorporated into his book 'New Media and the Library in Education. (15)

Had his progressive ideas been more widely accepted by Universities and their librarians, the relationships between libraries and audiovisual production services in the University sector today would have been quite different. It is somewhat ironic that although the University of Sussex was the first institution of higher education in the UK to develop the 'Learning Resource Centre' pattern, its progress along these lines slowed down considerably when the staff who initiated and set up the initial linking left to take up other posts, while a mile down the same road a slightly later development along similar lines has continued to evolve into what is one of, if not the most outstanding Learning Resource Centre development in the United Kingdom, that of the Brighton Polytechnic. (See Case Study, Appendix 7).

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HISTORY - 1970-71

CHAPTER 7

INSTITUTIONAL DEVELOPMENTS, 1970-71


In the early 1970's there was a strong move to link the Educational Services Unit and the Library with the teaching function. At this time, the Library and the Educational Services Unit had their headquarters in the same building, and the possibility of linking their services was discussed by the Heads of the two services. When the Library moved into its new building, a relationship was maintained between the services in that the materials produced by the Educational Services Unit continued to be placed in the Library for use. Over the years this move to link the services dissipated. For administrative reasons, the Educational Services Unit is moving into the School of Education in 1987, and the opportunity to link the services has been lost. The Library has its own microform production facilities.


The Faculty of Art and Design initiated moves from 1970 onwards for the amalgamation of the department's Art Slide Library with the main Library, but, because of 'political manoeuvering' it has not yet taken place. However, there could be considerable reorganisation within the next few years as the retirement of key individuals gives management the opportunity to reassess the resources situation and make appropriate changes.
7.3.

University of Lancaster 1971. A linked Library and Audiovisual Production Service.

The first phase of the centrally situated library building which opened in 1966, included a microfilm suite and an audiovisual room which became the Library's Resource Centre in 1974.

Instigated by the Librarian and other interested staff, some centralisation of audiovisual services and facilities and services occurred in 1968 when the Audiovisual Aids Unit was formed. This brought together facilities from various teaching departments, for example TV from the Physics Department and photography from the Physics Department and the Library, and Language Laboratories from the English Department.

The Vice-Chancellor of Lancaster University wrote in 1971:--

"... teaching will certainly require convenient access to extensive library resources (a term which can be broadly used to include visual material, tape recordings, data banks, etc., as well as books." (1)

In her case study of Lancaster University Library in 1980, Winifred Kenyon described the development of the linked service.

"The library's commitment to a more comprehensive non-book policy deepened in December 1971 when the university's Audiovisual Aids Unit, renamed the Media Services Unit, became for administrative purposes part of the library, with the librarian as its overall director. The Unit retained a considerable degree of autonomy, with its own budget, buildings and staff, but the close links forged between the two departments facilitated a logical division of function, enabling each to concentrate on the services it was best able to provide, without duplication of resources or effort."(2)

The Media Services Unit operates an equipment loan, maintenance and repair service for all university audiovisual equipment, and produces a wide range of teaching materials. The provision of
these services by MSU then allows the library to concentrate on the provision of the more recent audiovisual materials. The library makes available all MSU productions and provides individual replay facilities.

An assistant librarian was appointed in 1972 with responsibility for developing the library's collection of the more recent audiovisual materials. Previous to this all senior appointments were for subject librarians. The decision to create this post was taken because of the practical problems presented by the more recent audiovisual materials.

While it has always been library policy to integrate non-book materials into existing library procedures wherever possible, it was felt that:

"a media librarian was required to act as a focal point in the organisation and exploitation of the software, to oversee the Resource Centre and microform equipment and to monitor and assess new developments in educational technology for their relevance in a library context. ... The administrative links with the Media Services Unit have also been of inestimable value, enabling us to embark on a non-book policy, secure in the knowledge that the technical expertise, so vital to the successful maintenance of such a policy, would be available." (3)

The Media Services Unit is still run as a linked service under the overall control of the Librarian. The service has its own academic Director, an educational technologist.

Apart from the main Library, there are small multimedia collections in some teaching departments. The Institute for English Language Education is a specialist unit attracting overseas students for short courses. It has specialist and separate needs. The Modern Language departments have small collections of books and audiovisual materials for language teaching. Other collections are mainly small reference collections for on-the-spot use.
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7.4.

Trinity and All Saints College 1971. An integrated Learning Resources Service formed by the amalgamation of the Library, the Audiovisual Production Service, and Computer Services.

The initiative for setting up a combined service came from the Library staff, supported by teaching staff who then lobbied the Principal of the College.

A 'Unified Resource Service' was created in September 1971, from a merger of the previously separately organised facilities of College Library and Instructional and Media Services Departments. The aims of URS were to:

"locate, organise, administer, utilise and co-ordinate the colleges' instruction materials, to become a service agency concerned with books, periodicals, charts, audiovisual materials and the newer media that have been developed to aid learning and teaching. The desired objective, as the title implies, is a unified collection of materials and related equipment."(4)

While the title chosen for the service was not particularly important, the re-definition of the role of the Library was. It had been felt for some time that there should be a single more effective and economic department for all resources and support services to encourage greater use.

The day-to-day running of the service was carried out jointly by the College Librarian and the Director of Media Services, and the staff of the combined unit included librarians, a media technologist, reprographics personnel, and a photographer, with clerical, technical and graphics assistants. The service reported to an expanded Library Committee.

In 1974, a Director of Learning Resources (a Librarian) was appointed, following the resignation of the previous Librarian, and the name of the service was changed to the Learning Resources Service. The Computer Unit became part of the service in 1985.
In the 1986 Guide to Colleges and Institutes of Higher Education the support facilities of the College are described as follows:-

"... an exceptionally fine library and learning resources centre, TV and sound recording studios... " (5)

In 1985 the Academic Board proposed that the Reprographics Service should be combined with the Learning Resources Service. This proposal has since become a dead issue due to recent financial upheavals within the College. These led to a serious situation in regard to the Learning Resources Service, which in the light of the description of the Library and Learning Resources Service in the CIHE Guide, above, can only be regarded as extraordinary.

In November 1985, a new Bursar was appointed from a non-academic background. He was asked by the Governors to prepare a paper to deal with the major cuts being imposed on the College.

In January, 1986, the Principal of the College submitted proposals which involved severe cuts in the Learning Resources Service. These included the disestablishment of the post of Director of Learning Resources, the post of Librarian, and two posts of Assistant Librarian, all on Burnham scales. It was proposed to replace them with 3.5 staff on NJC scales, made up of a Library Manager and two Assistant Librarians. It was also proposed to cut the Library supplies and services budget from a projected 1986/87 figure of £64,000 to £50,000. This would have affected savings of some £27,000. Previous to these proposals from the Principal, the Learning Resource Service staff had submitted proposals to save in excess of £27,000, but this was ignored. (6)

As far as the technical services, known as Educational Support Services, were concerned, the Head of the service who reported to the Director of Learning Services, was to be retitled Technical Services Manager, with increased management and clearly defined...
responsibilities but with no increase in salary. A number of minor improvements in the staffing of Educational Support Services were also proposed.

The Proposals stated "There is minimal benefit from this structural link" (7) between the Head of Learning Resources and the Head of Educational Support Services, although it was recognised that some liaison between the services was necessary. If this structural link had been disbanded, this clearly would have lead to the breakdown of the Learning Resource concept in this College.

The Proposals considered that much of the work that the library was carrying out, including the loan of sports, leisure and audiovisual equipment, was peripheral. It criticised these and other aspects of the service as it was felt that they hampered what it considered to be the essential work of the library, which it saw as:

"a) the acquisition, cataloguing and storage of library stock.
   b) the counter lending service.
   c) Professional support to students and staff, including:
      (i) Instruction on information retrieval and assistance with individual requests;
      (ii) Bibliographical searches;
      (iii) Contact with other libraries and with inter-library loans."(8)

The specific proposals for the library service were:

"... It is proposed that a post of Library Manager be established to be filled by a qualified librarian with clear responsibility for managing the financial and human resources of the library so as to produce the best overall library provision for staff and students within the budget. "(9)
In a letter sent to interested colleagues in the profession asking for their support and assistance, the Director of Learning Resources wrote:-

"These constitute a serious attack on my professional judgement and competence. On whose professional expertise were these criticisms made? ... 4. At no time have these complaints ever been made to me, or discussed with me. ... 7. There are serious academic implications for the whole College in the proposals. 8. No account seems to have been taken of current academic practice, resource provision and staffing in the College sector as a whole, or of developments in Learning Resource provision over the past 20 years. ... " (10)

The Proposals caused considerable concern within the College, the LRS receiving considerable support from both staff and students, not only because of their serious academic implications but also because of the manner in which the matter was being handled. They also caused concern outside the College because of the retrograde step they represented.

On the 31st January, after the Dismissals and Redundancy Committee meeting, the Principal wrote to members of the Academic staff.

"The Committee looked in detail at the proposed cuts in the ... LRS areas. The Committee recognised that these would inflict harm on the College, as well as potentially affecting individuals very severely; but they saw them as a possible way to achieve the cuts in expenditure, and agreed to enter into consultation on them." (11)

On the 4th of February, 1986, after a meeting of the Academic Staff Council on the previous day, at which the matter was again raised, the Principal wrote:-

"... sentences ... have led to a misinterpretation of the rationale for the proposals. The comments made in these sections were not presented as a justification for the disestablishment of posts. They were intended, rather, to indicate ways of meeting the continuing needs of the Library with a reduced level of staffing ... and to indicate the necessity to retain in the new establishment a person responsible for resource management in the Library.
Unfortunately, the cuts enforced by external agencies make it impossible to continue with the existing level of staffing and resources, and this is the reason for the proposed disestablishment of existing posts.

Because of the concern which has been expressed, the LRS document will be reviewed at the F&GP meeting on Wednesday, 5 February, 1986." (12)

At the Finance and General Purposes Committee meeting on the 5th of February, the paper containing the proposals was discussed. The Minutes state:-

"7. Regrettably the paragraphs in the report (paras. 18 - 23) have been interpreted as being critical of the Director of Learning Resources.

8. It is therefore proposed that:
   a) The Bursar will offer his apologies to the Director for his lack of care in writing the paper.
   b) The Principal will also apologise for having allowed the paper to be circulated un-amended.
   c) Any errors of fact in the paper will be publicly acknowledged and corrected.
   d) The report in its original form will be withdrawn and reissued so that the substance of the proposals will be unchanged but the analysis underlying the proposals will be better expressed." (13)

The paper was then reissued in an amended form, but with the proposals unchanged. However, the Proposals in the paper were not accepted by the various necessary Committees. A cut in the Library Supplies and Services Budget was made, but the Learning Resources Service remained intact. Other savings were made by a large number of academic staff taking early retirement.

In the 1986-87 financial year, the Library Supplies and Services Budget was restored to its former level, and further staffing improvements in the Learning Resources Service made, including some further posts being converted from NJC to Burnham scales.
COMMENTARY

7.5. ASLIB AUDIOVISUAL GROUP WORKSHOP, MAY 1970

This workshop was the first of several workshops and of many events to be run by the newly formed ASLIB Audiovisual Group, created in January 1970 from the earlier ASLIB Film Libraries Group. This group, with the yet to be formed LA Audiovisual Group, was to become a focal point for multimedia development in libraries, and with the LA Audiovisual Group, was to publish the influential periodical, the Audiovisual Librarian, still the major periodical in this field today.

L.J. Lawler, the Director of the Television Service at the University of Manchester gave a paper to the Workshop on Non-book Material in the University. Among other points made, he believed that as many universities were establishing central service units for audiovisual media outside the library structure, that the time had come for a general debate on the relationship between these services. His solution to the problem of obtaining information about audiovisual aids and programmes, and the location of master copies was the evolution of a system which was the result of an integration of the present library and audiovisual production service, but unfortunately he did not develop this solution in any detail. He suggested that in future this might lead to a new type of librarian trained to advise on and obtain audiovisual materials. One such librarian would be located in each faculty or major department of the institution. While they would be responsible to the Head of the Faculty, they would form the link between the library and the audiovisual service.(14)

While this does not seem a practical solution today, it does bear some similarities to the post of Course Resources Officer developed in the Department of Learning Resources at Brighton Polytechnic. (See History, 1973)
7.6. NCET/ASLIB AUDIOVISUAL GROUP JOINT CONFERENCE, DECEMBER 1970

In December 1970 the National Centre for Educational Technology and the ASLIB Audiovisual Group held a joint conference on Multi-media Resource Organisation in Higher Education, in Hull. The Report of the Conference was issued as an NCET Working Paper, edited by Richard Fothergill, then NCET Research Fellow on Resources Centres in Colleges of Education. The Report was entitled A challenge to Librarians?

Richard Fothergill prefaced this report by stating, inter alia:

"Libraries provide a service. We must therefore be guided by the needs of the users. The real art of the librarian is not in meeting the needs of the users which the user himself is at present aware of, but is in seeing the needs of the user which will arise in the future". (15)

Amongst the subjects covered, was the development of Resource Centres and Learning Resource Centres. Dr. Brian Enright, who had just set up the first combined library and audiovisual production service at Sussex University, stated that the role of the library as an information and communication centre was already recognised and this recognition would increase as more libraries adopted the role of learning centres.

"What remained was the relationship that would develop between the library as the institutional learning resource centre and ... the centre for the production of materials." (16)

He did not see a single pattern emerging for the development of such relationships, as this would depend upon the institution and its objectives.

Details of some proposed combined services were given. A Learning Resource Centre was being planned for Garnett College of Education (Technical) by Hugh Field, which would have as its main function:-
"the use and development of materials and procedures for learning and teaching. The purely library functions are an essential part of the services incorporated in the Centre."

Richard Fothergill discussed the development of Resource Centres in Colleges of Education in the United Kingdom. Although the original intention of these Resources Centres was to supply materials for students to use on teaching practice, he had noticed on a number of occasions that some students were using the materials to teach themselves. More of these Resource Centres were being developed within colleges either by the audiovisual production service, or by the library. It was rare to find the two units combining to produce a joint Resource Centre, although this was the ideal. This lead him to the conclusion that librarians who ignored the more recent audiovisual materials were "omitting an essential part of the services they offer." (18)

At the conclusion of the conference, it was generally felt that there was a need for the library to work in particularly close co-operation with those responsible for the production of audiovisual materials. While the Conference was not able to lay down any firm recommendations as to an overall organisational structure to achieve this, it noted with interest that in some institutions a director of learning resources had been appointed to senior management, with responsibility for library, educational technology advisory and production services. It was felt that such co-ordination could have advantages and it was only by encouraging close relationships between the producers of the materials and those who organise and provide the facilities for their exploitation, could there be any chance of success "for the new developments in curriculum activity and structured learning as a cost-effective method of approaching the demands of higher education." (19)
The training, background and experience needed by such a person were seen as subjects that could lead to considerable discussion and experimentation.

7.7. LIBRARY ASSOCIATION POLICY STATEMENT ON COLLEGE OF EDUCATION LIBRARY RESOURCE CENTRES (1971)

This policy statement was the result of:

"Changes in educational patterns, and in the methods of teaching and learning, require a new attitude towards the provision and organisation of learning materials." (20)

The increasing range of the more recent audiovisual materials, which complemented the existing print based materials, required the library to extend its range of activities. Both teaching staff and students would wish to communicate their ideas in audiovisual forms, and facilities for this would have to be provided, the service to be centred on the professional skills of the Librarian. The resulting Library Resource Centre should offer, amongst other services, a multi-media information collection, and facilities for making the required range of audiovisual materials. These materials and facilities should support not only the students requirements for teaching practice, but also offer stimulus for their own learning.

In addition, it was stressed that it was important that adequate provision of trained technologists as well as professional librarians should be made.

It further recommended that the Centre should act as consultants to assist teaching staff in the selection of appropriate materials for their teaching needs, provide opportunities for both staff and students to be trained in the use of these materials and in the use of library resource centres.

Having made these progressive recommendations, it then somewhat weakened its case by stating that the Centre should:-
"Provide, in collaboration with other departments, facilities for the production of materials ... by staff and students. Students should have the opportunity and training to use such methods of communication in a creative, self-expressive and/or expository manner. ..." (21)

This could be interpreted to mean that the Library Resources Centre could carry out consultancy, advisory and training roles relating to the more recent audiovisual materials, while another department could undertake their production. It is difficult to see how this could have worked unless the production facility was part of the same department, as the clash of personalities and professional skills could have rendered this recommendation inoperative.

However, it does show a thoughtful and forward looking approach by the Library Association, which was to have some impact over the years amongst colleges and polytechnics in the higher education sector.

7.8. UNIVERSITY OF LONDON REPORT OF THE COMMITTEE ON LIBRARY RESOURCES (1971)

The University of London was one of a number of Universities who took some action following the publication of a memorandum from the UGC on educational technology (22) in which it was again stressed, as in the Parry Report mentioned earlier, that close consultation should take place between central services as producers of materials and libraries as a means of exploiting it. The Committee on Library Resources examined the situation and included its findings in its annual report.

Throughout the various libraries in the University there was already a considerable collection of slides, photographs and sound recordings. It was envisaged that the more recent audiovisual materials such as tape slide programmes and video would be increasingly needed for teaching and study purposes. The Committee concluded that the acquisition of the more recent audiovisual materials constituted a logical development of the
services already provided by the various libraries and was therefore part of their function.

Meanwhile the Audiovisual Centre recently established in the University had already specified its objectives, (See History - Other Institutions) which included the provision of a library of audiovisual materials, and advice and technical assistance on the application of audiovisual media in teaching and research.

The Committee on Library Resources saw the need for close co-ordination with the Audiovisual Centre in building up collections of the more recent audiovisual materials and in rationalising expensive resources. It was felt that co-ordination could best be achieved through the Libraries Council.

From the Report, it appears that the Committee on Library Resources were concerned about the development of a library in the Audiovisual Centre, and had sought information about its purpose. This was stated to be the maintenance of a collection of the Audiovisual Centre's own productions and copies of other productions or research materials made within the University. But the Committee also felt that copies of such audiovisual materials in regular demand should be made available in the library of the institution concerned.

For the Committee stated:

"The main part of a library's collection is likely to consist of material of many different kinds and acquired from many sources for individual or group study within the library. It is in the development of such collections that, in addition to the specialist advice of the Audiovisual Centre, the co-ordinating function of the Libraries Council is necessary to ensure that the coverage is as wide as possible and that unnecessary duplication is avoided." (23)
The Committee recommended that a joint committee of the Libraries Council and the Audiovisual Centre be established to co-ordinate the development of audiovisual collections, and that the Libraries Council undertake, from the outset, a union catalogue of the more recent audiovisual materials available in the various libraries of the University.

These recommendations were not acted upon, however. No joint committee of the Libraries Council and the Audiovisual Centre was set up and there is no formal co-ordination between these two services. Neither were any Union Catalogues of the more recent audiovisual materials created. (24)

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INSTITUTIONAL DEVELOPMENTS, 1972

8.1. City of London Polytechnic 1972

The Polytechnic was formed in May, 1970, by the amalgamation of three London colleges, where the production of audiovisual aids had been generally the responsibility of departments. The appointment of a Media Resources Officer to the Polytechnic, and the creation of a Television Unit began a process to co-ordinate audiovisual resources and promote their use throughout the institution. There were also other audiovisual facilities in the form of language laboratories with their own technical staff. The Libraries already held material on microfilm or microfiche, and some maintained collections of film catalogues and undertook their hiring.

The move towards the co-ordination of these resources came from Ronald Sturt, initially Chief Librarian and later Assistant Provost of the Polytechnic. He had previously been Head of one of the teaching departments at the College of Librarianship, Wales. In June, 1972, he wrote:

"The Polytechnic has decided that all learning resources should be administered as one service, centred upon the Library. It has become difficult to know where the line of effective management is drawn between the production, generation and exploitation of audiovisual materials. The preparation for teaching could involve all three, with print materials also forming an important part of the teaching resource. The process of learning is advanced by ease of access to knowledge, no matter what form or format it takes, and systems of information and advice are needed to ensure the identification and retrieval of what assists that process.

Some thought is being given to the structure of the service, with considerations of a central learning resources unit (to publicise, inform, experiment, store, demonstrate,
Ronald Sturt then drew up a development plan for such a service for the following three years, with proposed aim and objectives. This plan took into account other areas then of interest in the Polytechnic - the teaching/learning process, self-directed learning programmes and staff development.

In July, 1972, Ronald Sturt submitted his recommendations to the Committee responsible for the allocation of the Library Grant. Two recommendations are of particular significance:

"4.7. Television and media resource units are to work closely with libraries to establish service centres where facilities for production, exploitation and information are available to students and staff. ... it is hoped that during the next year the merging of these services will play some part in creating a greater awareness of the learning process and self-directed learning programmes as well as contributing to staff development. ..."

8. Library Committee.
8.1. This is the only committee that is set up for library matters, and I would like to submit to it the proposal that some consideration be given to future working in the light of the changes outlined in this report.

My proposal is ... that a Library and Learning Resources Committee be set up, with the following functions:

- to advise upon policy and planning,
- to report upon the effectiveness from the user's viewpoint,
- to promote learning techniques and programmes." (2)

In August, 1972, Ronald Sturt produced a set of "Guide-lines towards a Library and Learning Resources Service in 1972-3. In these guide-lines, he first laid down his objectives, which included the creation of an effective workshop/resources centre at a focal point in the Polytechnic. This centre would undertake the exploitation of resources and systems, undertake searches for source materials, and the production and evaluation of the more recent audiovisual materials. Other objectives included the creation of a system for the effective deployment of resources
HISTORY - 1972

throughout the Polytechnic; the forecasting of present and future needs; and the development of systems for staff development, self-directed learning, and evaluating learning performance.

In order to achieve these objectives, it was necessary for the combined service to carry out the following library and educational technology functions:

".1 Production
.2 Acquisition
.3 Reprographic (Reproduction)
.4 Information
.5 Storage
.6 Indexing/Retrieval
.7 Demonstration/Exhibition
.8 Preparation/'Workshop'
.9 Inspiration/Innovation
.10 Exploitation/Promotion
and possibly
.11 Communication ..."(3)

After a consideration of the organisational and staffing implications, he then predicted an expansion of the service in three directions:

"1. A steady expansion in the use of audiovisual equipment of all kinds in the teaching situation ... as more areas become equipped and more material is made available as a result of a higher level of retrieval.

2. The integration of media resource staff and television staff will make possible the introduction of a policy of technical experimentation where full multi-media methods can be looked at in relation to known teaching and learning needs.

3. The application of educational theories will involve the services in the preparation of programmes and productions of some variety in the spheres of innovation such as curriculum reform, academic staff development and training and course planning. New learning methods such as self-directed programmes and tape banks of lecture references or readings will be successful only to the extent of the mastery achieved over the medium chosen, with the problems of areas such as retrieval, access and use reduced almost to simplistic terms."(4)
HISTORY - 1972

His philosophy was of a total learning resource service which make no distinction between print and non-print materials. As a result, the Library and the Media Services combined in 1972, with the Educational Development Unit being developed and added to the service in 1975. Originally the Librarian headed the Department and it ran as an integrated Learning Resource Service.

Due to changes in Polytechnic management and philosophy the service was partially disbanded in 1983, when each arm of the service had its own Head and the Librarian ceased to be Head of Learning Resources. All heads of service report to and are co-ordinated by a member of the Directorate, the Pro-Vice Provost.

The service remains a Library and Learning Resources Service in that the various arms of the service are co-ordinated by one person. Up until the end of 1986, regular monthly co-ordination meetings were held, but these have now ceased. There is discussion within the Polytechnic that Computer Services should become part of the Library and Learning Resources Service, but there is resistance to this move from within the Computer Unit.

The Acting Librarian believes that the move towards an integrated service 'has to be lead by genuine change in the curriculum'. As there has not been wide enthusiasm and a move by teaching staff to change their methods, it has been difficult for the Library and Learning Resources Service to create change by itself.

8.2.
St Pauls College, Cheltenham 1972

NOW
St Paul and St Mary, College of A Co-ordinated Learning Resource Service made up of the Library and the Audiovisual Production Service.

The Director of Library and Learning Resources initiated the moves for a combined service in 1972 as he believed that it gave
more efficient and effective use of both human and physical resources and greater convenience for students and staff in study and research. This lead to a co-ordinated service in St Pauls College in 1972. When the merger with St Mary's College took place in 1979, the co-ordinated system of learning resources continued. Computer Services are run separately from the Library and Learning Resources Service.

The Director of Library and Learning Resources, a librarian, is responsible for the management of a unified service on two college sites. He is a member of the Academic Board and reports to a Library and Learning Resources Advisory Committee.

"In recent years varying concepts of 'library', 'learning resources' and 'educational technology' have gained wide acceptance. In the College of St. Paul and St. Mary the Library and Learning Resources Service has been initiated to encompass the whole philosophy and mechanics of the learning and teaching processes generated by a developing understanding of these concepts.

The case for a unified service is based on the complementary nature of 'learning' and 'teaching' and of all communication media in the 'teaching' and 'learning' processes. ...

The Library and Learning Resources Service requires people with varied expertise in a number of fields - management, librarianship, teaching and technology - to form a team of people with knowledge and skills directed towards the teaching and learning processes. ...

To simplify delegation of responsibility and daily organisation, the Library and Learning Resources Service is seen as dividing into two major areas (a) Library, (b) Learning Resources. Each of these is managed by a senior member of staff directly responsible to the Director of Library and Learning Resources, who together form the senior management team. "(5)

Senior members of the Library and Learning Resources staff sit on departmental and course committees. Thus they are involved in curriculum planning and are able to develop appropriate programmes of library use and study skills.
In his column in this periodical for June, 1972, Richard Fothergill reviewed the situation in Colleges of Education to date. Over the three years previously, an increasing number of "Resource Centres" had been opened, but no single pattern of organisation appeared to be emerging. He was particularly impressed by the developments at Trinity and All Saints College (See History 1970 - 72) where the Librarian and the teacher responsible for media services had "worked together" to produce a progressive and exciting example of a combined resources service, because they saw their roles as complementary.

Reporting on the NECCTA Conference in April, 1972, he found that many of the producers of audiovisual materials in educational institutions welcomed the assistance of the librarian in organising and distributing the programmes and materials they produced. He went on:

"Librarians ... clearly do not want to have any responsibility for production, and in some cases are still reluctant to look beyond the role of collecting books. However, many are now happy and often excited by the possibilities of these new formats ... and look forward to the learning potential that such sources offer and which can be exploited together with their more traditional materials. For the producer, the library provides an existing organisation through which his materials can be used and distributed ..."(6)

He believed that this attitude of mind had done away with the sense of rivalry that existed between the librarian and the producer. Both were "complementary agents" in providing a more effective and efficient service to their institution.
8.4. LIBRARY ASSOCIATION POLICY STATEMENT ON UNIVERSITY LIBRARIES AND LEARNING RESOURCES

Following their Policy Statements on school and college Library Resource Centres, the Library Association now issued a similar statement concerning the much more difficult area of the university library.

The Statement affirmed that one of the functions of the university library was to make available the more recent audiovisual materials, this being a logical development of their existing services. The production of audiovisual materials was seen as the responsibility of a separate audiovisual production service, although if this were not an independent unit "it may be administratively useful to place it under the overall supervision of the Librarian". (7)

This recommendation reflected the situation already developed in the Universities of Sussex and Lancaster. (See History, 1969, and History, 1971.)

The storage of audiovisual materials could be in the audiovisual production service, the library or the teaching department, depending upon its intended use, but it was important that it should all be centrally recorded in the library. While it was apparent from the statement that the LA Council believed that the library was the most suitable location to house and exploit virtually all self instructional material, it did not make this point strongly enough. The statement did not make any reference to the 'library' of the central service unit as recommended by the Brynamor Jones Report.

While it was felt that the involvement of libraries with the more recent audiovisual materials would vary from one university to another, the L.A. felt that either the Librarian should be represented on appropriate committees or audiovisual operations
should be his responsibility. "What is essential is that the library should be involved, both at a policy-making level and an operational level". (8)

This Statement was not as strong as the two previous Statements, whether or not it would have made a greater impact it it had been more positive is debatable, considering the strong traditions and levels of autonomy in the universities. In effect, it recommended little more than was actually the position in some universities in 1972.

8.5. ANNUAL CONFERENCE OF THE COLLEGES OF TECHNOLOGY AND FURTHER EDUCATION SECTION OF THE LIBRARY ASSOCIATION, MARCH, 1972

At this conference, G.W.J. Wheatley presented a paper on learning resources and college libraries. In it he suggested that, unless the librarian was instructed by his institution to provide the more recent audiovisual materials, he had three choices:-

1. To do nothing,
2. To encourage others to organise learning resources,
3. To relate all non-book services to the library context." (9)

His recommendations were that the library should acquire the more recent audiovisual materials, based on the philosophy that "learning resources are similar to books in content and aim and that they will be used with books in the teaching programmes of the college." (10)

Secondly, the college should set up a Teaching Aids Standing Committee as a sub-committee of the Academic Board to co-ordinate the work of the existing support services and to make recommendations concerning the desirability of centralising facilities.

8.6. BOOKS

Amongst the books on librarianship published during 1972 were two that were to influence the thinking of the profession greatly in the area of multi-media development and the development of
learning resource centres. The first was Dr. Brian Enright's *New Media and the Library in Education* (11), which set out to summarise the views of librarians and others about the role of the library in relation to the more recent audiovisual materials and to draw attention to the urgent need for the profession to seriously consider the full implications of these materials in developing library policies.

The development of relationships between libraries and audiovisual production services were discussed.

"The authors in listing the arguments for integration conclude 'that universities and colleges would do well to consider the case for an integrated organisation of learning resources, and to estimate the disadvantages of allowing new media centres and libraries to operate independently of each other ... such a development seems to us a legitimate and desirable goal, and it would be regrettable if progress towards it were to be obstructed either by conservatism on the part of librarians or isolationism on the part of media specialists.' (12)

Brian Enright was particularly interested in this recommendation as he believed that it showed that its protagonists were not impressed "by the dynamism of existing libraries, or by the competence of librarians outside a fairly limited field." (13)

It was also for these reasons that the article which preceded this thesis came to be written in 1985. Sadly, apart from some enthusiasts in the profession who believe in integration, not a great deal seems to have changed between 1972 and the present day to alter these beliefs!

The second book was Dr. Norman Beswick's *School Resource Centres*, the Report of the first year of the Schools Council Resource Centre Project, of which he was Research Officer. Although writing about the development of such services in schools, he concludes:
"Noticeable ... was the number of headmasters who believed that by centralising their resources administration (even though not always the actual learning materials), they had been able to make more effective and economic use of the staffing they were allowed. Centralisation is often, in the end, an economy, and with good relationships and shrewd appointments it can lead to an increase in the services and facilities offered to teachers and others." (14)

Norman Beswick's conclusions appear to be prophetic, for in the next chapter, covering 1973, two Polytechnics, Brighton and Plymouth, set up centralised services which prove him to have been right, not just for schools but for institutions in higher education as well.

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INSTITUTIONAL DEVELOPMENTS, 1973

9.1. 
Brighton Polytechnic 1973. An integrated Learning Resources Service comprising library, audiovisual production, educational development and reprographic services.

A CASE STUDY OF THIS INTEGRATED LEARNING RESOURCES SERVICE IS TO BE FOUND IN APPENDIX 7.

The initiative to develop a Learning Resources service came originally from the Polytechnic management. Clive Hewitt, an Educational Technologist, was appointed as Head of Learning Resources in 1973 to develop such a service from the hitherto separate libraries and embryonic audiovisual production facilities that still existed in the constituent colleges. This was a necessary part of the review which was then underway to amalgamate the various colleges into the new Polytechnic. The newly appointed Director of Learning Resources basic aim was to provide an integrated service to teachers and students covering libraries, audiovisual media and educational development.

In 1974, Clive Hewitt submitted a major paper, 'Learning Resources General Development Proposals' to the Academic Board containing a philosophy and a policy for Learning Resources Development.
"What will Learning Resources do?

There are three main areas of activity. The important thing to remember is not their distinctive separate characters, but that they must closely interdepend and interrelate. The relationships shown in the overlaps of the circles are really only samples and many more could be cited for each overlap. The single purpose of the whole complex of activities is to provide help and resources to teachers wishing to improve the learning process undergone by their students...

This paper was discussed and accepted by the Academic Board and the Polytechnic Council as the basis for the expansion of the Department of Learning Resources.
HISTORY, 1973

In 1983, Central Reprographic Services (a high quality print service) was combined with the Learning Resources Reprographic Service (a fast service copying facility) as part of the rationalisation process.

The Computer Centre has a collection of computer software. Co-operation with the Computer Centre is already well developed and it is proposed to hold some of their software in the libraries and issue them to students, or to share premises in certain locations.

A SUMMARY AND ASSESSMENT OF THE CASE STUDY

9.1.1. MANAGEMENT

The service is managed by the present Head of Learning Resources, who has a background as a librarian and as a lecturer in librarianship, and who joined Learning Resources from lecturing because he believed in Clive Hewitt's philosophy of the development of learning resources. He is heavily involved in management activities in the Polytechnic as well as in Learning Resources, and believes it is essential for Learning Resources that he is fully involved in the 'politics' of the institution.

He now has two Assistant Heads of Learning Resource, one of whom is an educational technologist and one a librarian, ensuring that the audiovisual production, educational development and library activities are fully represented. The educational technologist is Head of Media Services and responsible for the 'audiovisual/educational development' sections of the service, and the Librarian is responsible for the four Site Services and the Library Technical Services. They are both responsible directly for one of the nine sections of the service.

The four Polytechnic Sites each have a 'Site Service', headed by a Site Resources Officer, who is a Librarian but who is responsible for a mixed group of staff. These include Course
Resource Officers (who are also librarians but with added responsibilities), technical and non-professional resources staff. These provide the wide range of multi-media library and audiovisual support services to the teaching staff and students at each site.

In addition there are five central 'support' sections including an engineering branch for the selection, purchase and maintenance of equipment for Learning Resources, which in real terms means most of the audiovisual equipment throughout the Polytechnic, and Media Services, the audiovisual production service responsible for the creation of a wide range of audiovisual aids and programmes from full scale video programmes to slides and overhead transparencies. Library Media Services is a subsection of Media Services and is responsible for the acquisition and the correct exploitation of all the more recent audiovisual materials in the service. Library Technical Services acquires all print materials and deals with the cataloguing of all library materials, classification being dealt with by the Course Resources Officers. Reprographic Services and a small Educational Development Unit complete the support services.

It is significant that the term 'librarian' is not normally used in job descriptions, nor is the term 'library' used to describe the Site Services. If the concept of an integrated learning resource service is to be fully accepted by the staff of Learning Resources and the implications of the additional responsibilities are to be fully accepted by them, then the use of new terms to describe their role within the service has advantages, although the work carried out by some of the staff still involves a high element of what is understood as librarianship.

It is also significant that one post that does carry the title of librarian, that of the Media Librarian, is actually located within the Media Services section, which is the audiovisual production element of Learning Resources. Over the years there has been much discussion as to the relevance of this post within
the service, but it is generally felt that it is still necessary. One of the functions of the Media Librarian is to ensure that the development of a multi-media collection is continued and that there is no 'back-sliding' in favour of print. Connected with the acquisition and use of the newer forms of audiovisual materials are a number of problems that are best dealt with centrally, including their optimum exploitation, copyright, licencing agreements and associated problems, and those relating to the acquisition of these materials, which often differs from the acquisition of print materials.

The structure to ensure co-ordination throughout the service is well developed. This consists of a fortnightly Co-ordinating Staff Meeting consisting of the Head of Learning Resources, both Assistant Heads, the nine section Heads and three elected members of staff of the service. Each meeting includes two routine items - a report by a section head on the work of that section and this is followed by an informal exchange of information about current happenings within each area of the service. It is part of Learning Resources policy that this information is passed on to all staff to ensure that they know as much as possible about what is happening in the service.

Serious reductions in staff over the years have meant a reduction in the size of the Educational Development Unit from 5 to 1, the loss of many posts, including Course Resources Officers, in the Site Services. This has had an effect on the service in that the links with teaching staff can no longer be as effective as they were. Although Media Services began as part of the Educational Development Service, it has grown considerably in size and in recent years its staffing has remained fairly stable, as it is able to use the profits it makes from outside work to support them.
9.1.2. LINKS WITH STAFF AND STUDENTS

It has always been a part of the policy of Learning Resources that links with teaching staff should be strong so that the service can meet their needs fully. The formal links with teaching staff are made through the Site and Course Resources Officers. Site Resources Officers attend all Faculty Board Meetings, while Course Resources Officers attend all Boards of Study. Course Resources Officers have to be able to represent all aspects of Learning Resources, not just the library side. They must understand the courses they cover, the teaching and learning methods used and how they are validated. Initially it was expected that they would spend half their time working outside the Library in the teaching departments, but this amount of time has had to be reduced because of reductions in staff in Learning Resources. Course Resources Officers are responsible for all the selection and exploitation of information materials for the service, including identifying areas where materials need to be produced in-house and for linking teaching staff to the production staff and in contributing to those productions. They are also involved in identifying members of the teaching staff and subjects for the Educational Development Release Scheme, whereby members of the teaching staff can be released from their teaching to work on an agreed audiovisual project within Learning Resources. They are responsible for ensuring that all the audiovisual equipment within departments is available and in good working order. Thus Course Resources Officers are much more than subject librarians linked to teaching departments, for they must be fully aware of and act on behalf of all aspects of the work of the service. While the success of this scheme still depends to some extent upon the personality of the people involved, it has been markedly successful. As a model for a scheme for linking the service to the user in any academic institution, it comes closest to the ideal situation.

It means that Course Resources Officers must be kept up to date with current developments and this is done through the circulation of Co-ordinating Staff Meeting minutes, the Media
Services Bulletin of programmes under production, and through regular meetings with their Site Resources Officers. In addition all Course Resources Officers are involved in an on-going training programme which is seen as an essential part of their work.

Awareness of users needs has been gained also through one major study of the use of the service, and through the routine process of course monitoring and evaluation, required by CNAA.

User education programmes are carried out with all courses, and one course includes it in the assessment of the student. Some Learning Resources staff are also involved in teaching programmes, but are paid separately for this work.

9.1.3. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
Although the main function of Learning Resources is to support the observed teaching and learning needs of the staff and students, it also believes that it has an innovatory role as well. Although teaching methods remain fairly traditional, Learning Resources does seek to change teachers and students attitudes. It does this partly through the provision of a wide range of print and the more recent audiovisual materials, which complement the growing numbers of audiovisual aids and programmes used by a majority of the teaching staff. Many staff now include the more recent audiovisual materials in Learning Resources on 'reading' lists.

The most popular of the more recent audiovisual formats is inevitably video. Learning Resources has the greatest number of video programmes in any academic library in the United Kingdom, there being some 14,000 titles in stock in 1986. There are some fifty video players in the various Site Services. This shows a heavier commitment to the video medium than any other library in the UK.
Use of the video format is heavy. In 1982 a survey carried out in Learning Resources (See Appendix 7) showed that in some Site Services video programmes could receive as much as five times as much use as the bookstock, and that some 28% of video viewing was for general interest/educational purposes and 15% for general interest/entertainment. However, a report prepared by the Media Librarian in June 1987 shows that video usage is dropping. The reasons that have been suggested for this drop are the increasing availability of recreational materials in videocassette form for domestic use, the increased pressure on academic institutions to adhere strictly to copyright procedures, and the decreasing materials funds that prohibit the purchase of the more general interest educational video programmes. The lack of new titles in this area will no doubt have contributed to this decline in video viewing.

It is hoped that new legislation concerning copyright expected in the near future, with special consideration of the needs of educational institutions, will reverse this decline.

Learning Resources provides yet another model, in this instance for the effective exploitation of the more recent audiovisual materials. These materials are partially integrated into the print based stock, that is the first and last shelves in a row of book shelving are given over to video programmes, slides loaded in carousel magazines, audio cassettes and tape slide programmes, on the same subjects as the books shelved in between. Thus to enter an aisle of shelving to obtain a book, the user has to pass the more recent forms of audiovisual materials, is made aware of their existence in the stock and is encouraged to browse through them. The playback equipment is located in simple open carrels located around the library and visible to all users. This allows the self advertising features of the more recent audiovisual materials to be exploited to the full and results in very heavy use. A comparison of the use made of video in Learning Resources and those other libraries who use a similar 'self-advertising'
approach, such as Plymouth Polytechnic, the Bibliotheque Publique d'Information (The Pompidou Centre) in Paris, Singapore Polytechnic and the Ngee Ann Polytechnic, Singapore, with those libraries who segregate their more recent audiovisual materials and do not have the playback equipment on open view, such as the Chinese University in Hong Kong, Loughborough and many other University and other academic libraries, would suggest that the Learning Resources method is the correct one. However, there is a need for another study by someone else to to prove this conclusively!

In 1986, the decision was taken to change the video standard from the EIAJ Cartridge System, now obsolete and no longer possible for the engineering section to maintain, to the Video 8 System. In view of the availability of effective and less-expensive VHS equipment, and their cheaper videocassettes, it is debatable whether this was a good decision. By June 1987, a large number of Video 8 players had been installed, the programme of copying material from EIAJ to Video 8 tapes was well underway, there were no problems in the changeover and the users liked the new system.

The decision taken to stop copying tape slide programmes to video cassette because of poor technical quality should be reconsidered as this has resulted in a drop in the use of the tape slide programmes in the collection. Users preferred to use and watch them in video form.

In the first three years of Learning Resources, Course Resources Officers were obliged to spend some 10% of their materials fund on the more recent forms of audiovisual material. In 1976 this requirement was dropped and the majority spent less than this amount, while a few spent more, although this did not significantly reduce the intake of these materials as purchase prices had begun to reduce. In 1986, it was decided to re-introduce the 10% minimum for the more recent audiovisual materials to help build up the range of video titles in the
collection rapidly. It was decided that only about a third of the present EIAJ standard video collection was suitable for transfer, for a variety of reasons including technical quality, and up-to-dateness.

The introduction of a minimum percentage of the materials fund to be spent on these materials is advantageous to any library service when building up a multi-media collection as it enables the collection to grow more quickly and ensures that some of the more 'traditional' selectors are forced to develop their areas of the library stock. The figure itself will need to be kept constantly under review, however.

Staff training in the use of the more recent materials and their equipment has caused no problems. Training is included in the induction programme of new Learning Resources staff, the equipment is in heavy use so the staff do not have the opportunity to loose familiarity with it and forget how to operate it, and there is immediate back-up from the technical staff of the Loans Pool in each Site Service should any problem occur. Maintenance and first line repair is also carried out by the Loans Pool staff and major repairs by the engineering section.

There is further evidence of a blurring of roles, in this case amongst the non-professional resources assistants and resources technicians. Many of the former are now able to cope with a range of equipment problems as their interests and abilities in this area have developed. A blurring of roles in Learning Resources was one of the original intentions of the originator of the service.

9.1.4. IN-HOUSE PRODUCTION
Learning Resources offers a complete range of in-house production facilities from audiovisual aids and programmes, graphics, photography, a photocopying and collating service and high quality printing services. These come under the control of one of the Assistant Heads of Learning Resources and Head of Media Services.
The production services are supported by an engineering workshop which can undertake maintenance and repair of equipment and also the testing of equipment being produced to support the developing information technologies. This service is considered to be an essential element of this large learning resources service as it could not provide an efficient service to its users without this immediate technical backup.

Although Media Services is well staffed by most standards, as the staffing has remained constant for some time, it is now working at full capacity and is not able to increase its output. It can produce some twenty five major productions (mainly video) a year and as there are thirty teaching departments it means that not all can benefit. Some 350 simpler sets of audiovisual aids and projects are produced in addition, however. Because of the time and staff consuming nature of video production, the fact that once professional video producers are employed they need to be used to capacity, and because of demand, there is a tendency for video production to dominate the service. Yet the demand for the simpler aids and projects is also considerable, and it could be argued that they are even more useful to teaching staff than complete programmes, and the Head of Media Services has to ensure that a proper balance is maintained. There is also increasing pressure for the service to make money on outside contracts and it is in the areas of large scale video projects and hire of facilities that the most money is to be made. There is a danger here that economic pressures and the need for more promotional materials to enable the Polytechnic to market itself more effectively could cause the service to reduce its assistance to the teaching staff.

The do-it-yourself audiovisual workshop provided by Learning Resources for staff of the institution in the early days of the service, has been run down as it was found that over the years that staff either did not have the time to make their own aids, or had not got the aptitude nor the time or patience to learn.
Those who began to use the designers and the technical facilities of Learning Resources quickly realised that they could get more effective aids from the service than they could produce themselves anyway. This does raise the question of the testing and evaluation of the simpler aids. If teaching staff produce their own aids and test and evaluate them first, this does lead to less time of the technical staff being wasted on aids that are either 'one-off' with no repetitive value, or in the production of aids that turn out to be in-effective or even in-correct.

Course Resources Officers are involved in the production of audiovisual materials in a variety of ways. Teaching staff often approach them to have aids produced, or go direct to the Head of Media Services. In either case, Course Resources Officers undertake a search to check if suitable materials already exist. Course Resources Officers also identify some suitable staff and projects to be undertaken through the Educational Development Scheme. Meetings between the teacher, the producer and the Course Resources Officer are normal practice where it is applicable, as it is felt that they sharpen the teachers thinking about his production, Course Resources Officers often know about suitable materials for use in the planning or for inclusion in the programme and their opinions can help the producer and teacher. It also acts as a valuable communications exercise. Although it was intended originally that such joint meetings would be a regular feature, it no longer happens as much as intended, partly through pressures of staffing and partly as people's involvement and abilities in audiovisual production are improving through practice. Course Resources Officers are also asked by teaching staff for audiovisual aids to be made from Learning Resources materials, and if copyright permits, they will arrange for their production. A direct approach by the teacher to the technician is not encouraged.

Student use of the production facilities is not encouraged unless the student can show some expertise. The service cannot afford either to spend time instruction students in the use of the facilities or have them damaged by in-experienced operators.
Learning Resources does not undertake a teaching role, either. Some students do undertake audiovisual projects but this work is carried out under teaching department supervision and using teaching department facilities supplemented by Learning Resources technicians who can lend equipment and provide instruction in its use.

9.1.5. OTHER CENTRAL SERVICE UNITS
The only other central service unit is the Computer Unit, which is situated in the same building as the main Site Services. Both the Head of Learning Resources and the Head of the Computer Centre are responsible to the same Assistant Director of the Polytechnic, and sit on each others committees, so full co-ordination of the two major support services takes place. Meetings of the Heads and Deputies of both services are organised at regular intervals.

The two services have a commitment to explore the shared use of accommodation and the location of computer terminals in Site Services, and in some of the remoter sites this extends to the sharing of staff at non-peak times and the issue and return of computer software for microcomputers by Learning Resources staff. Word processing facilities are being placed in Site Services.

There is already considerable co-operation between the staffs of the services at various levels. Library technical services staff work closely with computer staff over the library automation systems, and the Educational Development Organiser has increasing links with the service because of the Release scheme. There has been no formal attempt to make staff aware of the other service however, and such a development could well prove to be a valuable addition to staff's training schemes.

Overlap between the services occurs in a number of areas related to the more recent information technologies and the regular meetings of the Heads of Service ensure that the user is not confused by this. It is of more concern that there are areas
where further developments by both services are required, including the need for an internal viewdata system, where it is recognised that it is the Computer Centre's role to provide the facilities and Learning Resources to provide the information.

As co-ordination and co-operation between the services is well developed and successful, the Head of Learning Resources does not envisage a situation in the near future when the services will merge. In a sense Brighton's Learning Resources has reached the same stage in its relationships with the Computer Centre that some multi-media libraries or some of the less well-developed learning resources services are beginning to reach in relationships with their audiovisual production services. It may well be that developments over the next few years will create a situation where the separation of these two services at Brighton will no longer be justified, if co-operation continues to develop in this way.

9.1.6. WORKING AND PERSONAL RELATIONSHIPS

Relationships between the Head of Learning Resources and the Head of Media Services are very constructive as the Head of Learning Resources is excellent at representing Media Services interests as well as the 'library' side of the service. In general, relationships at all levels of the service are good, although there can be occasional tensions between library and media staff because of a lack of understanding of each other's role. But, as was pointed out, there can be occasional tensions between people with the same backgrounds, such as librarians!

There is not a great deal of contact between Site Services staff and production staff because of location and the different type of work being carried out, but get-togethers are organised at various times.

It is felt that especially at senior management level, there are many benefits in having various professional skills brought together to examine problems as this can lead to better decision
It has certainly led to non-traditional and more efficient approaches to service within Learning Resources.

9.1.7. CONCLUSIONS

Brighton Polytechnic Department of Learning Resources is unusual for a number of reasons. It was the first, and remains one of the few Learning Resources Services to be initiated and set up by an Educational Technologist and not by a Librarian. It has been in the lead of Learning Resource Centre development from the beginning and is considered by some to be the model upon which their services and ideas are based. Indeed it is seen by many people to be amongst, if it is not the outstanding example of an integrated learning resources centre in the United Kingdom.

It has developed the concept of integrated services to a very high level, and has the greatest commitment to the more recent audiovisual materials of any academic library service in the United Kingdom. Whilst other fine Learning Resources Services have and are still being developed, and Plymouth Polytechnic is of particular importance at the present time, (See History, 1973), few of them have yet achieved the level of integration or the level of multi-media stock to be found at Brighton.

Brighton provides many models of good practice. However, the Head of Learning Resources and many of his staff would be the first to admit that they have not gone far enough in developing aspects of the service or that some of the original objectives have not been fully achieved. Like many other academic institutions, they are increasingly suffering from lack of funds and the problems of split sites spread over a wide area. Some problems, such as the central purchasing and maintenance of audiovisual equipment, and the anticipated level of blurring of roles have not been fully solved.

The success of this service is attributed to the fact that it was a bold scheme which was properly planned, resourced and staffed from the beginning. It has had articulate and powerful leadership
HISTORY, 1973

throughout and has been well regarded by the management and staff of the institution, initially because of the concept and latterly because of the high level of service it has provided.

9.2.

A CASE STUDY ON THIS LINKED SERVICE IS TO BE FOUND IN APPENDIX 5

The Media Services Unit was linked to the Library and came under the overall control of the Librarian when the Unit was set up in 1973. This link was made by the Principal and was one of the first linked or combined services created for administrative rather than educational reasons. The Librarian delegates responsibility for the day to day running of the Unit to the Director of Media Services.

The Library has developed some aspects of a Learning Resources Service, including having a significant part in the administration of the Media Services Unit during periods of leave of absence of the Director of Media Services; participation in the production of programmes; and the introduction of teaching staff to the new media for evaluation as teaching and learning materials.

There is no separate Computer Service in the College, this work being undertaken by the Media Services Unit.

A SUMMARY AND ASSESSMENT OF THIS LINKED SERVICE

9.2.1. MANAGEMENT
Although the Library and the Media Services Unit are linked and under the overall control of the Librarian, the advantages of this relationship have not been developed to the full.
The advantages of the linking have been:-

9.2.1.1. A reduced span of control for management. In practice this means little, as the formal structure is not always adhered to because the college is small and works on an informal basis. With the creation of a post of Vice-Principal, Resources, who also maintains a watching brief on the Unit and works directly with the Director, it is difficult to see the value of this organisational arrangement now or its value for the future.

9.2.1.2. The Library has gained from this relationship as it has been able to develop a wide range of resources and facilities with the support of the Unit. Thus the staff and students have gained from access to a wider range of resources than might otherwise have been possible.

The disadvantages have been:-

9.2.1.3. The Media Services Unit has gained little from this relationship, and indeed suffers from less direct access to teaching staff and management than the Library.

9.2.1.4. Financially the Unit has been subservient to the Library and has not been able to obtain funds on the same level as the Library. When funds are short, with the best will in the world, it is inevitable that the Librarian will have to put Library requirements ahead of the Media Services Unit.

9.2.1.5. The staff and students have not had the benefit of a full scale learning resource centre to which they can turn for help on all aspects of information. As far as users are concerned, the two units are separate in practice and the user is inconvenienced by having to deal with each unit separately. This has resulted in a situation where practice in the best of the library/learning resource centres in the UK is ahead of practice in this College of Librarianship. As a result students are not being given the example of good practice that they should.
The linking of the two services has not been developed as fully as it might have been. The link that was created has been for the convenience of management, but has not been extended to include the convenience of the users of the services. On the surface this is not unusual in an academic institution, but when one considers the college concerned, it is strange indeed. This College is considered to be one of the outstanding institutions of librarianship in the world, its Library houses a fine collection of multimedia materials on the subject, it is claimed that the library is a 'teaching laboratory', and one of the objectives of the audiovisual production service was to act "as a centre for organised research and experimentation into media technology in librarianship". (2) The staff of the College are aware of developments taking place in other institutions towards the creation of learning resource centres. Yet little has been done to bring these two services closer together except for a few minor developments involving staff exchanges that have grown out of the needs of the services and have been enabled as a result of the original linking.

9.2.2. ATTITUDES TO THE LINKED SERVICES
The attitude of the institution towards the linking of the services remains ambivalent. There have been advantages to the linking and more could be realised despite the geographical separation of the services if the incentive to do so were present.

There is a need for management to investigate the advantages and disadvantages of this linked service and take a positive approach as the result of its findings. If it considers there are advantages then it could take steps to develop the relationships between the services for the further benefit of the staff and students. If it can see no advantage in the linked relationship then both the Media Services Unit and the Library could well report directly to the Vice Principal, Resources. At the least, the Vice Principal, Resources, could maintain the same level of
HISTORY, 1973

coop-eration and co-ordination that already exists between the two services and the staff and students would hardly be aware of any change. At best, he could develop the relationship into a co-ordinated learning resource service, to the greater benefit of the staff and students.

Teaching staff and students attitudes will only change to the linked services when they see a greater move towards a co-ordinated learning resource service and experience the benefits for themselves.

9.2.3. LINKS WITH STAFF AND STUDENTS

Formal links between library staff and academic teaching staff are not particularly effective, and between the Director of Media Services and the teaching staff, virtually non-existent.

This could be improved by the professional staff of the library being made fully aware of the work of the Media Services Unit. The library staff would then be given the added responsibility of representing not only the library but also the Media Services Unit at all meetings they attend as Library and Media Services representatives.

This would involve the Director in a closer and more active role with the library staff, ensuring that they are all kept up to date with developments within the Unit. The Librarian with responsibility for multimedia development should be expected to work with the Director on a more positive level than at present.

The needs and teaching/study preferences of staff and students should be discovered to determine the types and levels of service and facilities to be offered by both arms of the service and to see in which areas greater co-operation could be achieved.

9.2.4. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

The Library has a fine collection of multimedia materials on the subject of librarianship. As far as acquisition is concerned, the
balance between newer materials and print would appear to be correct. However little attempt is made to physically exploit this multimedia collection.

To any visitor entering the Library the first impression is of a traditional print library. There is little evidence that the Library has any of the newer materials. While collections of audiovisual materials and their associated hardware do exist on the main floor of the Library they are nearly all, with the exception of the audiocassettes, hidden from the view of users entering the main reading areas. Three videocassette playback units are located in a semi-screened area adjoining a thoroughfare between the main Library and the reference area, some computers are located in the reference area itself, and the tape slide programmes are located on the perimeter of the Library behind the bookstacks, with their viewing equipment housed in high sided carrels. The slides are filed in filing cabinets and have to be loaded by the user into a Carousel Magazine before the programme can be seen, a practice which ensures that tape slide programmes are little used and one which most libraries using tape slide programmes have overcome to some extent by storing the slides in magazines ready for use, or better, copying the programme onto videocassette for ease of use. A further area on the lower floor houses the rest of the audiovisual collection, mainly films and a film editing table, a group video viewing area and four Amstrad word processors for student use. It is also a staff work area, which could be somewhat off putting to some users. The disappointment felt by members of the Library Association Board of Assessors that the relationship between the Library and the academic life of the college reflected traditional practice rather than a more progressive practice in which the Library played a more central role is particularly relevant in relation to the exploitation of the newer audiovisual materials in this Library. (3)
9.2.5. IN-HOUSE PRODUCTION FACILITIES

There could be greater co-operation between the Library and the Media Services Unit over the initial stages in the development of audiovisual productions, for example checking to see what already exists and in carrying out a literature search when necessary. The opportunity for the Librarian, the Director and the member of teaching staff concerned to meet together at least in the early stages should be seen as a normal event, not a rarity.

There could also be a rationalisation between the Media Services Unit and the Library over the off-air recording of radio and television programmes. The Media Services Unit should set up the facilities to undertake this work as it can create sophisticated timing facilities to ensure that a number of recordings can be pre-programmed at one time if necessary. If the Library has to use its normal playback equipment for recording off-air programmes this represents a loss of the playback facility to library users during the time the recording is being made. It also means that the opportunity for the Library to economise by purchasing videocassette players rather than videocassette recorders is not taken advantage of. As the Library has videocassette recorders there is the danger that library users may accidentally over-record a video programme on an unprotected tape.

9.2.6. CO-OPERATION WITH THE MEDIA SERVICES UNIT

Co-ordination between the Library and the Media Services Unit appears to be necessary over the presentation of audiovisual materials during teaching programmes when the lecturer requires both equipment and software. The lecturer should be able to book both items in one place or by making one telephone call. This would also apply to the loan of equipment and software when teaching outside the institution.

The selection of appropriate audiovisual equipment for all sections of the institution, including the Library, should be the responsibility of the Director of Media Services, as ultimately
he will be responsible for its maintenance and repair. He can hardly be expected to be responsible for the upkeep of unsuitable equipment purchased without his knowledge and without any thought being given to its upkeep.

The response rate of the Media Services Unit to the repair of library equipment would seem to require improvement. Once equipment breaks down in the Library, users are inconvenienced by the lack of the facility being available. If teaching equipment breaks down, however, it is generally a simple process to substitute another piece of the same equipment from elsewhere in the Academic Block as a temporary measure, until a repair can be carried out.

9.2.7. WORKING AND PERSONAL RELATIONSHIPS
Although the working and personal relationships of the senior library staff and the Director of Media Services are good, this does not necessarily extend to the technicians in the unit. Until the technicians have a greater understanding of the work of the Library and the role of the Unit within the linked service, and have better personal relationships with the library staff at both senior and junior levels, it is difficult to see how further co-ordination in these services can take place.

9.2.8. LOCATION OF FACILITIES
In retrospect it seems to have been a mistake to have separated the Library from the Academic Block when the College was planning its new buildings, as it has isolated the Library and the library staff from the mainstream of the College and vice versa. At the present time this prohibits the inclusion of the Media Services Unit in the library building, thus preventing the development of a fully integrated learning resources service. An extension to the library building to house the audiovisual production service and linking the Academic Block to the Library was proposed some years ago but never got beyond the initial planning stage. This physical separation should not prevent greater co-ordination taking place between the two arms of the service to lead to an improved service to users, however.
9.2.9. CONCLUSIONS

This linked service has not developed to any significant degree beyond the initial administrative linking, nor has it become an integrated learning resources service.

While the Library is a fine example of a specialised academic library in terms of its collection, it maintains a fairly traditional approach in terms of the services offered. The Media Services Unit has developed into an efficient and effective service, and has produced some notable and professional audiovisual programmes in the field of librarianship. But both remain, to all intents and purposes, two separate services, and the academic teaching staff and the students have not benefited from a full and centralised range of services that could have been developed.

At first sight it is hard to understand why this should be so. Because of its policy of keeping all its academic staff in touch with the profession, through national and international visits, study tours and attendance at conferences, and from being the host to many visitors from all over the world, the Library could hardly fail to be aware of the latest developments in the profession. The academic staff of the college include many specialists in their own fields of librarianship with wide international experience.

It is possibly partly because of this that the Library has not developed a progressive approach. It must be very difficult being a practising librarian in a college full of teachers of librarianship! The differences between the services at Brighton Polytechnic and the College of Librarianship Wales, both developed at the same time, is that Learning Resources at Brighton was a bold scheme, based on educational ideals, was
properly planned, and was supported by the management and the academic board of the institution, and has proved itself through the wide range of services it offers.

The College of Librarianship Wales Library and Media Services was linked for administrative reasons, the development was not the result of careful deliberation throughout the college, and it has not always had the positive support of management. The linking has not lead to greater convenience for the user, nor has the range or efficiency of services proved to be better than would have been provided by two separate services.

9.3.

Plymouth Polytechnic 1973. An integrated Learning Resources Service formed by the amalgamation of the Library, the audiovisual production service, educational development services and reprographic services.

In 1970, Plymouth Polytechnic was formed from a large College of Technology, which was divided into two with the advanced work going to the new Polytechnic. The College of Technology Library became that of the Polytechnic, and provided joint services for the Polytechnic and the newly formed College of Further Education, until 1974. At this time a separate College of Further Education Library was established. (4)

Following its first Quinquennial Visit to the Polytechnic in 1971, CNAA reported that it was particularly concerned about the state of Library provision at the Polytechnic. This resulted in a decision that its Subject Boards should not consider any new course proposals until adequate library provision had been made for them.

This CNAA ruling was used by the Polytechnic to negotiate priority in estimates for the rest of the Quinquennium for the Library Services, Shortly after the CNAA Visit and Report, a new
HISTORY, 1973

Librarian, Margaret Lattimore, was appointed to the Polytechnic to plan for a new library building and also to make immediate improvements in library services. She initiated the moves to make the Library the nucleus of a Learning Resources Centre and it was so designated in 1973.

"The Learning Resources Centre has evolved rapidly through various stages but has now a fairly well-defined aim and objectives.

Aim: To promote effective learning in the Polytechnic.

Objectives:

1. To increase the Polytechnic's available stock of effective learning materials through acquisition, indexing and physical maintenance.

2. To make learning materials available for use, through appropriate library services.

3. To stimulate innovation in learning and teaching in the Polytechnic through appropriate educational services.
   a. To cause learners to use learning materials effectively.
   b. To cause teachers to design effective learning situations.

4. To facilitate the design and production of effective learning materials through media production services and workshop facilities."(5)

The aim and objectives were reflected in the original Learning Resource Centre's organisational structure, which evolved between 1972 and 1976.
By the beginning of the academic year 1974/5 the LRC had developed its second arm, that of Educational Services. A similar service was included in the structure of Brighton Polytechnic Learning Resources. This included a small team of academic staff who formed the Professional Development Services. Their role was to organise Polytechnic staff induction courses, to offer educational advisory services to teachers, and to organise meetings on subjects of professional interest.

The Production Services were the last to be properly developed, and in 1974 were still seen as being part of Educational Services. However, by August 1975, Production Services were seen as a third arm of the LRC, including production services and workshop facilities. In February 1975, the diagram opposite appeared in the Polytechnic Staff Magazine. (7) It showed:

"...how a learning material problem can enter the LRC by a number of routes and be passed from one service to another until the solution has been found. In some cases the route is fairly straightforward, for example, a query can go through the library divisions and the answer found in published materials; on other occasions the route goes through the educational and production services and the solution emerges with the production of a new learning material; in some cases we do not have the answers and the query is referred to other services." (8)

The planning of a new building suitable for the LRC concept presented a number of problems, as it had to be done immediately after Dr. Lattimore's appointment as Librarian, and no previous building for this purpose existed in the UK.

"...in planning this LRC it has been necessary to try to achieve a long term perspective, to balance the known short term needs and fairly predictable longer term needs against that large element of change which must remain an unknown quantity. Planning has not been made easier by the fact that so many relevant factors in the field of education are themselves in the midst of change. ...national pressures for resource economy; ...the development of educational technology and its increasing application; the future of computer education and applications; the potential of a number of media each striving for supremacy; ...in addition to the Polytechnic's own academic development programmes. We
in fact selected two factors for special consideration in design. One of these was non-book learning resources. In 1971 we anticipated ... that the emphasis would change from the teaching situation towards a learning situation... The need to design and produce non-book materials would require reprographic, photographic and educational services, and equipment would be needed to enable the resulting software to be used by the students. Therefore ... the building must be flexible enough to cater for any future developments in new media, new equipment, new techniques. The other factor was automation."(9)

To satisfy both these needs the building was planned to incorporate ducting, plant room, service trunking, and an unusual system of flexible power supply points. Thus as needs arose, appropriate services could be made available without rebuilding.

The new building opened in 1975, enabling the LRC to develop still further. In 1976, CNAA made its second quinquennial review and in its report, 'pointed to the need for the institution to clarify the respective roles of the LRC and the educational technology teaching group. feeling that there was conflict between the two'.(10) For in addition to the Educational Services arm of the LRC, there were also a group of Educational Technology staff in the School of Electrical Engineering who provided a range of courses in educational technology.

"The report also concluded that the 'Learning Resources Centre was ... more a library with a heavy emphasis on audiovisual materials, rather than a true Learning Resources Centre'... Following ... this report, the Polytechnic engaged in a lively debate on the organisation of teacher support services which culminated in a seminar early in 1977 to which all interested staff were invited.

It was agreed that the Polytechnic should establish two groups within the LRC: teaching development services and media services, in addition to the developing library service. The first was to consist of a small group of staff which would be concerned with improving teaching throughout the Polytechnic, while media services ... would produce teaching materials ... and would assist staff in the design of learning packages..."(11)
The Seminar also agreed that the role of the LRC was to provide services and not courses. Thus the courses in educational technology remained within the School of Electrical Engineering.

By 1977/8 the LRC was sufficiently well staffed to enable it to fulfil the aim and objectives given by Dr. Lattimore above, and others that had been added as the result of the 1977 changes. These were:

"To improve the effectiveness of teaching in the Polytechnic by providing staff development activities, courses and consultancy services which will enable teachers to reach and maintain professional standards.

To improve the effectiveness of learning in the Polytechnic by assisting learners to understand learning processes and to improve their study skills through courses and consultancy.

To produce effective learning packages and teaching aids of good technical quality at the lowest possible cost.

To improve standards of design and production through educational technology consultancy and the provision of workshop facilities.

To provide throughout the Polytechnic an efficient service for the distribution, maintenance and replacement of hardware associated with non-book teaching aids and learning materials." (12)

In 1980 a new faculty and departmental structure was created within the Institution, and the position of the courses in educational technology in the former School of Electrical Engineering was again highlighted. The previous decision of 1977 was now reversed and responsibility for educational and educational technology courses were then transferred to the LRC. The Educational Technology teaching staff then joined the Educational Development Services staff in the LRC. (13)

Also in 1980, the founder of the LRC resigned as Head of Service and was succeeded by Ivan Sidgreaves, who had previously developed the Learning Resources Centre at the West Midlands
College of Higher Education. He criticised the LRC for being 'little more than a federation of four separate services, viz. library, media, teaching development and educational technology'. His report concluded:

"... the greatest benefit to the teaching/learning process will only derive from a genuine integration of a broad range of academic services, none of which is more important than the others. If we are to assist staff in their teaching and students in their learning, then support must be available at many levels. The development of 'learning resources' is of necessity organic and in consequence the Centre's structure must be able to respond and adapt to changing outside forces, and respond flexibly to a variety of demands." (14)

Greater integration began with the creation of subject based services operated by subject teams responsible for areas of the reorganised service and the provision of the necessary services to departments. This was followed in 1982 by the amalgamation of the teaching development services, media services and educational technology into a single arm of the service to be known as Educational Services. A second deputy's post was created, in addition to that of the deputy librarian, to head this service. Again there is a similarity here with Brighton Polytechnic.

The organisation and teaching of courses in TV Studies and Educational Technology have continued to develop within the centre, making for an unusual situation in that this Learning Resources Centre also has a specific teaching role as a course provider.

In addition to the Learning Resources Centre, there are two other support services, the Computer Centre which is responsible for supporting the computing needs of teaching and research programmes as well as for administration, and the Students Service Centre which combines careers guidance with counselling, health, recreation and welfare.
Diagram 1. 'Pin ball machine' from Plymouth Polytechnic Staff Magazine.(7)
The Polytechnic is actively considering ways of bringing the work of the Learning Resources Centre, Computing Services and Student Services, closer together not only in terms of the work they are doing within the institution, but also structurally. At the beginning of 1987, the Head of Learning Resources was appointed to a one year post to advise the Director on the ways by which this can be achieved.

9.4.
Polytechnic of Wales 1973. A co-ordinated Learning Resource Service made up of the Library and the Audiovisual Production Services

A CASE STUDY ON THIS CO-ORDINATED SERVICE IS TO BE FOUND IN APPENDIX 8

The co-ordinated library and audiovisual production services were originally set up by the librarian in 1973 and the move towards full integration should be completed by 1988, when the Educational Development Unit will join the Learning Resources Centre. The Head of Learning Resources has a background as a Librarian and a Lecturer in Librarianship.

A SUMMARY AND ASSESSMENT OF THIS CO-ORDINATED SERVICE

9.4.1. MANAGEMENT
This Polytechnic Learning Resource Centre is a service in transition. A combined multimedia library and audiovisual production service, it presently falls into the category of a co-ordinated service made up of two resource units working in co-operation. However it is the intention of the Head of Learning Resources that it should become an integrated service by 1988 incorporating a third resource service, the Educational Development Unit. Its development towards integration has been impeded by a major problem, that of lack of space, which has made the Learning Resources Centre one of the most overcrowded
services in the UK. This has hindered many of the developments planned by the Head of Learning Resources and has given the library, outwardly at least, the appearance of a predominantly print based service. In fact there is a wide range of multimedia materials available but these are housed in the media production area of the Learning Resources Centre and not integrated in the book collection.

The development of the Learning Resources Centre began with the appointment of the present Head of Learning Resources as Librarian in 1973. Because of his professional interests, his involvement with CNAA, his background as a lecturer and his position within the Polytechnic, he is in an excellent position to develop his service effectively.

A new building has been planned as Phase 2 of the Learning Resource Centre development and is under construction. When completed this will extend the present Learning Resources Centre building considerably. It will include premises and facilities for the Library, the audiovisual production service and the Educational Development Unit. Once the Phase 2 Development is complete and the planning so much dependent on the new building is realised, this service should be in a position to provide an integrated and flexible centralised learning resources service.

The management structure is still under development. The Head of Learning Resources still has direct responsibility for the day to day running of both the library and the audiovisual production service as well as ensuring their co-ordination.

Head of Learning Resources  
Library  Audiovisual production service
As the Head of Learning Resources had no deputy and as there is no academic nor single technical head of the audiovisual production service, he had to undertake the day to day running of both arms of the service. While this meant that he was intimately involved in the work of both arms of the service, it left him less time to plan for the overall integration of the service.

This situation will change before the extension is completed. If, as is expected, a deputy is appointed in September 1987 to take on the day to day running of the audiovisual production service, this will leave the Head of Learning Resources more time to run the Library and to plan Learning Resources Centre development. This will be further simplified when the Staff Development Officer comes into the Learning Resources Centre organisation in 1988. The management structure should then be as follows:-

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The Head of Learning Resources has been working towards the realisation of this aim since he became Librarian. By developing good relationships with the audiovisual production service and the Educational Development Unit over the years, he has created a situation where the combination and integration of these services became attractive to all concerned. In addition, he has created a situation of close co-operation with the Head of the Computer Centre, which, unless this changes for the worse, will lead to continuing and increasing co-operation between these two services. This is particularly important at a time when information technology is inevitably blurring the divisions between these services.

The realisation of the aim of the Learning Resources Centre has not been without its problems. Teaching staff are still questioning the right of the Learning Resources Centre to be involved in the design of teaching and learning materials and in the necessity for multimedia materials to be made available in the Learning Resources Centre, despite the fact that they may make heavy use of these materials in their teaching. However, the Educational Development Unit is already a training and guidance service accepted by the teaching staff, particularly now that the Polytechnic has a strong commitment to the educational development of staff, resulting in part from CNAA pressure. The combination of this service with the Learning Resources Centre can only reinforce the LRC's claim to be involved in the design of teaching materials, particularly when requests for such assistance will be channelled through the Staff Development Officer, who heads the Educational Development Service.

He will then have the responsibility for bringing together from the various arms of the Learning Resources Centre, the appropriate knowledge and expertise to design and produce, in conjunction with the teacher, the best information materials possible.
The advantages of this combined service are considerable. For management, the span of control is reduced by having at present two, and soon three, resource services under the control of one director.

The audiovisual production service has benefited from combination with the library. It now has a head of service who is able to exert more influence in the Polytechnic than was possible before amalgamation, and who is able to fend off many of the pressures that the technical staff have to face. The unit also faces a period of considerable expansion in staff, in function and in facilities which is unlikely to have happened if it had remained a small independent unit within the Polytechnic in the present economic climate. The audiovisual production service also has a greater likelihood of gaining more appropriate funding as part of the Learning Resources Centre than it would as a technician led service.

The library service has benefited in that it has access to a wider range of information materials and facilities, with the appropriate technical backup immediately available. The Library now has the ability to initiate and carry out the production of materials where gaps in recorded information have been found.

Because of its structure, the Learning Resources Centre is able to take a more flexible approach when new demands on its services arise.

The staff and students of the institution have already benefited from the convenience of having the two arms of the service located in the same place and this will improve again when Phase 2 is completed and the Educational Development Unit is integrated. Then the Learning Resources Centre should be able to develop its stock of multimedia materials with the help of the teaching staff. If the Staff Development Officer is able to develop the concept of using audiovisual materials in the
teaching process, he will also be able to develop the concept of their use by students in the Learning Resources Centre. At the same time all the various information formats will be integrated into the main library collection along with the appropriate playback equipment thus increasing the users awareness of their existence and hopefully their use.

Thus most of the present disadvantages of this service, will be solved when Phase 2 is complete.

This Learning Resources Centre has clearly defined objectives and a head of service who believes that integration of teaching and learning resources is the only way to achieve them. The choice of name is important as it clearly indicates the concept of one centre for all resources, without divisions.

A problem which still remains is that of the distinction between training and teaching which faces both library and technical staff. The Law Librarian is involved in the teaching programme as are the audiovisual technicians in two courses with major media components. This problem can only be exacerbated as the Learning Resources Centre becomes more involved in the teaching learning process and seems to be without solution in this and many other institutions at present.

9.4.2. ATTITUDES TO THE AMALGAMATION
Positive attitudes to the amalgamation amongst the Learning Resources Centre staff seem to be affected by the age and the enthusiasm of the staff, the younger they are the more enthusiastic they are. The same conditions applied to computer developments within the Learning Resources Centre.

The lack of a positive reaction to the Learning Resources Centre amongst teaching staff and students appears to be due to the fact that on the surface the library service has not changed greatly except for administrative improvements involving computerised systems for cataloguing and charging. Some staff and most of the
students will not need to make use of the audiovisual production service where most of the audiovisual materials are housed at present and will be unaware of their existence. This will no doubt change when the audiovisual and computer materials and their associated equipment becomes integrated and visible in the library collection in 1988.

The attitude of the management of the institution towards the development of the Learning Resources Service is very positive. At a time of financial restraint the Learning Resources Service is having a major extension built and an increase in staffing to enable its services to be developed to the full.

9.4.3. LINKS WITH STAFF AND STUDENTS

Links with teaching staff are positive, the LRC sits on all Faculty and Course Boards as a matter of right. Thus it is involved in course planning and curriculum development from the beginning. There still needs to be more training before all Learning Resources Centre subject specialist librarians are confident enough to represent all arms of the service. This must be done to justify the original proposal of the Head of Learning Resources which achieved Learning Resources Centre representation on these boards and if further integration of the various arms of the service is to succeed.

The combination of the Educational Development Unit with the Learning Resources Centre in 1988 should increase awareness and usage of the service by teaching staff and should lead to their encouraging students to use it more effectively.

The establishment of regular user education programmes for all courses and the acceptance by some that this should become an assessed part of the students work can only lead to improvements in relationships with students and in their increased use of the Learning Resources Centre facilities. Co-ordination of the user education programmes and guidance for the subject librarians involved is still required but steps have already been taken to
ensure that this is done in the near future by training a member of staff as a teacher to co-ordinate and then further train the participating librarians.

9.4.4. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

Because neither the wide range of multimedia materials or the equipment are visible in the main library area, they have had little impact on the users of the Learning Resources Centre as the materials are not self-advertising. Not all users will find it necessary to visit the media area of the Learning Resources Centre in the basement and they will remain largely unaware of the existence of these materials and facilities. Although the materials are included in the central catalogue, again only a small proportion of users will make full use of it and only a small proportion of them will make the effort to find and use the materials. Integration of all materials in the main library collection and open access to equipment and facilities in the library will take place when the Phase 2 building is complete.

The centralising of all teaching and learning materials in the LRC has to some extent been solved within the Polytechnic by requiring the Director's permission before teaching materials can be housed in a teaching department. However, the Learning Resources Centre should look at the possibility of providing the teacher with a personal copy of such teaching materials if this is possible, or ensuring that the material will be available for their use when required, to counteract any apprehension they may have.

All materials produced by the audiovisual production service are made available in the Learning Resources Centre. A central record of these materials and the audiovisual materials located in teaching departments is maintained in the Learning Resources Centre but only as a file of invoices. It is the intention to make this into a working central record of all teaching and learning materials when sufficient staff become available to do this in 1988.
The Learning Resources Centre is responsible for the audiovisual equipment located in teaching areas throughout the Polytechnic and for its upkeep and first line maintenance. In 1988 a technician will be appointed specifically to repair and maintain all audiovisual equipment. If a teacher requires audiovisual programmes for use on this equipment it is his responsibility to obtain it from the Learning Resources Centre.

The Head of Learning Resources has created a policy of standardisation of audiovisual equipment which has received Polytechnic agreement. All audiovisual equipment for the institution is ordered through the Learning Resources Centre so that these standards can be maintained.

9.4.5. IN-HOUSE PRODUCTION FACILITIES
A range of audiovisual production facilities are considered to be essential to the achievement of the aim of this service. These facilities cover the production of the simpler audiovisual aids through to video and film production and are used both for production and teaching purposes. The number of technicians employed is to be considerably increased when the Phase Two development is completed.

At present the procedure for developing audiovisual aids and programmes has not been integrated within the Learning Resources Centre. Thus teaching staff either design their own audiovisual aids, or find suitable materials in the library stock. If they require production assistance they then have to approach the audiovisual technicians. The Head of Learning Resources believes that direct contact between the teacher and the technician is important when producing audiovisual materials to meet the teacher's requirements. At present subject librarians are not normally involved in the audiovisual planning and production process, although the Head of Learning Resources intends to institute a more integrated approach involving them and the Staff Development Officer in 1988.
When the information needs of staff cannot be met from available sources the Learning Resources Centre has already initiated the production of teaching packages to meet these needs and this aspect of the work is expected to increase in 1988.

A self help audiovisual production area for teaching staff and students to enable those who wish to make their own audiovisual aids to do so, is planned for in the Phase 2 development. Technical assistance will be available as required.

9.4.6. OTHER CENTRAL SERVICE UNITS
The Polytechnic has already set up a Learning Resources Committee responsible for the work of the Learning Resources Centre and the Computer Centre. With developments in information technology, the need for more co-ordination will grow. Because of good relationships between the heads of these two services it is unlikely that problems of co-ordination and co-operation between them will ever be taken to the committee for a decision, but rather for ratification.

There is still a need for more awareness of the work of the other unit amongst the staff of the Learning Resources Centre and the Computer Centre. If these two services are to co-ordinate their work effectively, a training programme to increase this awareness needs to be developed to ensure that more co-operation can be achieved at all staff levels.

9.4.7. WORKING AND PERSONAL RELATIONSHIPS
Working relationships between library and audiovisual production staff are good, although there is room for improvement in that there is still a tendency to work and to socialise, at tea breaks for instance, in their own areas of the Learning Resources Centre thus cutting down the opportunity for greater involvement with each other. Working parties of Learning Resources Centre staff to consider new developments in the Phase 2 plans are deliberately composed of both library and audiovisual technician staff.
A training programme has now been developed to ensure that all members of Learning Resources Centre staff, whether recently appointed or not, are fully aware of the work of the various arms of the service although more needs to be done here before the staff become fully confident in areas outside their immediate expertise.

Working relationships with the staff of the Computer Centre are good and co-operation already exists between the services. More needs to be done to ensure that the staff of both services are fully aware of each others work to enable maximum co-operation to take place.

9.5.

The Library building completed in 1973 now provides shared facilities for the Library service and Media Services, both being separately managed. Shared and physically linked provision includes a wide variety of audiovisual production and copying facilities for staff and students.

The Librarian has tried to bring about an amalgamation of these services since 1973 as he believed that this would be beneficial to the Institution. This followed a CNAA visitation, when Peter Pack, the CNAA Library Visitor, who was setting up a combined service at Edge Hill College of Higher Education, recommended that the College should move towards the creation of a combined service. There followed a long history of negotiation and 'jockeying', but for personal and political reasons full amalgamation has never occurred.

In November, 1984, in response to further CNAA comment, the College advertised for a Head of Learning Resources to "serve as Head of Learning Resources (Library Service, Media Resources
Service and Computing Service) and to manage the Media Resources Service. No appointment was made as it was stated that no suitable candidate had been found. As the previous Head of Media Resources had taken early retirement in 1984 and there was no-one to run the service, it was put under the control of the Librarian as a linked service and steps were taken to locate the Media Resources Service in the library building. In the view of the Librarian, this was a successful move and could have lead to an integrated service.

However, in 1985, College management decided to develop the Media Resources Service by adding educational development to its remit and appointed a Head of service, although only 50% of his time is given to this post. Thus the linking with the Library was discontinued, although the two services are located together and share facilities.

Since 1981 the College has had a Learning Resources Policy Committee, which was a development of the Library Committee to include the Computing and Media Resources Services. Initially this Committee was chaired by the Vice Principal, to whom the three heads of service reported. However, the Vice Principal did not want to undertake the duties of a head of learning resources. In 1986, as the result of a further CNAA visit, the Learning Resources Policy Committee had a new membership and elected its own chairman from the membership. Thus the post of Chairman is currently held by a member of the academic staff who deals with the work of the Committee but does not act as co-ordinator of the three learning resources services.

The separate Computer Service has a collection on software for reference purposes.
This conference, the second to be held in successive years, had as its major theme the wide range of resources available for teaching and learning and the role of the library in supporting the work of the institution.

Professor J. Black, of Bath University stated that because of the increasing use of self-instructional materials, there was a new form of "eternal triangle" between teachers, librarians and directors of educational services. While each had their own specific tasks, they also had a number of mutual tasks. Teachers had to plan and write such courses and bring the relevant materials together in collaboration with the librarian and the audiovisual producer.

"... learning is indivisible, and those concerned to produce the best situation for learning should not be overwhelmed by ... separate budgets for staffing for library resources and for the production of additional material. The functional and financial partnership ... would make much more effective use of existing resources, and could avoid the wasteful divisive effects which can follow from competitive claims put forward in isolation from each other. But ... more important ... we could have contributed in inculcating in our students attitudes of seeking out information, knowledge and learning for themselves which would be valuable for the rest of their careers." (15)

In his paper, R. Clayton, Principal of Matlock College of Education asked delegates a series of questions. Did adding the new learning resources to books make a Learning Resources Centre? Could a Librarian be the Head of Learning Resources? Need all learning resources be centrally housed? He was concerned that while librarians were producing their own policy statements about
learning resource centres, educational technologists were also producing their own. He quoted from the ATCDE policy statement on the organisation of educational services, written in 1973 by educational technologists, which stated that a Resources Centre should have a director, although it did not specify what his background should be, at least one lecturer in educational technology, and a librarian to supervise the resources collection. (16) Should not the two groups meet, he queried?

It is fortunate that the ATCDE Policy Statement did not gain general acceptance, for it could simply have led to a continuation of the proposals of the Brynmor Jones Report, and the further development of Resources Centres separate from the main library.


In this paper published in the Library Association Record Dr. Norman Beswick felt that developments of combined services in schools and colleges both in the USA and in the UK might have an effect in other areas of higher education. Speaking of the university sector, the question of the production of audiovisual materials was not one that had yet concerned most university librarians. As they were not the creators of the print based materials in their libraries, why should they then feel that they should be the producers of the more recent audiovisual materials some of them were stocking? But Dr. Beswick believed that this situation was different, for a number of reasons.

Firstly, that students might wish to submit audiovisual rather than written projects in some cases, and the most useful location of the equipment and facilities to enable them to do this would be with the study materials in the library. Secondly, both the faculty and the central audiovisual production service might also find it convenient to be located close to the library for the same reasons. Thirdly, the library would be expected to offer the same copying facilities for the more recent audiovisual materials
as were offered for print, as some libraries in the USA were already doing.

Although the librarian would not, of right, be concerned with the planning and production of audiovisual materials, he could well be providing a variety of production services which supplemented those of the audiovisual production services and it would be sensible to have close co-operation between them.(17)

9.8. THE LIBRARY ASSOCIATION POLICY STATEMENT ON LIBRARY RESOURCE CENTRES IN SCHOOLS, COLLEGES AND INSTITUTIONS OF HIGHER EDUCATION

This document, published in 1973, is essentially a cumulation of the various policy statements already issued for the various separate sectors. Since they were issued, however, the National Council for Educational Technology and the Schools Council had both endorsed the natural development of libraries as resource centres.(18)

9.9. NCET - RESOURCE CENTRES IN COLLEGES OF EDUCATION

In the same year, Richard Fothergill, previously NCET Research Fellow on Resources Centres in Colleges of Education, became Educational Technology Officer at Newcastle Polytechnic. An edited version of his report to NCET was issued as Working Paper number 10.

The Report consisted of a set of detailed guide-lines for the organisation of resource centres in colleges. Although he used the term 'resource centre', what he recommended is what has now come to be known as a 'learning resource centre'. He saw the Resource Centre as having four functions.

The first was information and storage. This function is particularly significant as it combined the more traditional print based library materials with the more recent audiovisual formats which in many colleges had been made available through resource centres separate from the library. The second,
production services, and third, consultancy. Fourthly, the provision of courses within the resource centre, these being user education and equipment training courses.

The staffing was to include librarians and technical staff. Perhaps significantly, he did not discuss the overall control of such a service, nor the type of person who should do this.(19)

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HISTORY 1974-5

CHAPTER 10

INSTITUTIONAL DEVELOPMENTS, 1974-5

10.1.


The Edge Hill College Library began its life in the Senior Common Room, staffed by a Tutor Librarian and an assistant. In 1962 the Library was moved to the former dining room and in 1965 two more staff were appointed. In 1968, Peter Pack was appointed as College Librarian, and two further staff were added in 1969. A new library building was opened in 1973, when the Library had some 55,000 volumes and 350 journals, and the beginnings of a collection of the more recent audiovisual materials. (1)

Further staff appointments were made in 1973 and rationalisation of various collections in the college took place with their incorporation into the Library. Also in 1973 the Librarian instigated moves to combine the Library and audiovisual production facilities (Technical Services) into one service in the new library building. This was completed in January 1974 when the Librarian was appointed Head of this Unit. (2) The services were run by the Head of Learning Resources on a co-ordinated basis.

At the Council for Educational Technology Seminar on the availability, management and application of learning resources in teacher education, held in February 1975, the Principal of Edge Hill College discussed the organisation of learning resources at the College.

"He set out from certain assumptions: that nobody has ever taught anyone anything; that each individual has an inbuilt capacity to learn; and this capacity is conditioned
by a variety of factors which together constitute a series of 'learning situations'. Hence the crucial importance of learning resources in an institution: which resources include not only the study materials but the human resources and the accommodation of equipment. All these resources must be co-ordinated, but especially the study materials; and for this purpose he considered it essential to have a single Director of conspicuously high status in overall charge. This Director should be on senior policy-making committees ... and should be capable of giving advice on major aspects of college development...

The Learning Resources management structure developed for the college was then presented.

During one of the discussion sessions at the Seminar, an alternative structure was proposed by a delegate which he felt would achieve the same results. This is as follows:-
This alternative proposal has been quoted as it was almost prophetic. For in 1984, the Head of Learning Resources took early retirement, coinciding with a period of development in computerisation within the College. For administrative reasons it was decided not to reappoint a Head of Learning Resources. The College then had the choice of continuing the co-ordinated Learning Resources Unit and incorporating the Computer Services into it, or of running the three services as separate units but co-ordinated by a member of the College management. An administrative decision was taken to operate the latter option.

Thus the post of Head of Learning Resources was abolished and the Library and Technical Services were separated again. The Library, the Computer Services and Technical Services now each have their own Heads but together they form Learning Services. They are all responsible to the Deputy Director, and to the Learning Services Co-ordinating Group, which is chaired by the Deputy Director. As all the Heads of the services were responsible for their services prior to 1984, and were accustomed to considerable levels of co-operation, the services still continue to operate co-operatively. The Deputy Director is responsible for the co-ordination of the services.
The Library now consists of a predominantly print collection, an Audiovisual Resource Area, a Language Resource area and a Microcomputer area. The commitment of the Library to the more recent audiovisual formats is high, with over 23,000 items in stock.


In 1974, the Librarian initiated moves to develop an efficient audiovisual production service based on the Library. He believed that the Polytechnic needed a co-ordinated service as it was becoming increasingly difficult for many teaching staff to get even simple audiovisual aids produced as there was no centralised audiovisual production service. Although some audiovisual production facilities do exist in some departments and faculties, including a large service set up in a former college of education which merged with the Polytechnic, these various facilities are not co-ordinated nor are they available to all staff and students.

The Polytechnic has had 'Educational Technology' under active consideration for 12 years, but has not yet reached a decision on the provision of such services. At present a member of the Rectorate has responsibility for this area.

Thus, since 1974, the Library has developed basic audiovisual production facilities for the simpler aids, including slide production, overhead transparency production, a video camera and videocassette recorders for basic video production, and photocopying facilities. The Library has found that the provision of such a service from it's own budget can be expensive, however.

The Library provides a separate slide library, containing over 42,500 items, initially intended to supplement the visual
materials provided in the Faculty of Art and Design, but now open to any member of the Polytechnic. A slide production service is included in this library as is a developing video collection.

10.3.

North East Wales Institute 1975. An integrated Learning Resources Service formed by the amalgamation of the Libraries, the Audiovisual Production and Reprographics services of the three colleges which merged to become the Institute.

When the Institute was being formed, the Executive Principal and Associate Principals set up a Working Party to consider the implications of Educational Technology and Courses of the Institute. One of the three terms of reference of the Working Party was to examine the considerable resources already available within the three colleges constituting the Institute. The Working Party was Chaired by Iorwerth Jones, the Co-ordinator of Educational Technology for the County of Clwyd, and included Dr. John Clarke, then Director of the Resources Centre at Cartrefle College and shortly to become Head of Resources of the Institute, a member of staff from each of the other two colleges and another external representative.

In their Report, the Committee stated:-

"... several areas of knowledge, skill and experience have relevance to the field of Educational Technology; curriculum development, learning theory ... production of learning materials, visual design, broadcasting, communication and system theories, courses for students and staff...

More recently, with the introduction of Resources Collections of non-book learning materials, librarians have become involved. While the processing of this material may be more complex than is yet generally realised, ... it is clear that library expertise will be required in this aspect of development. " (5)
HISTORY 1974-5

The Working Party reached the conclusion that there was a central role for Educational Technology in the development of all courses provided in the Institute. To enable this to take place, the Working Party recommended that an Institute Resource Organisation be constituted from the three existing College Resource Centres.

To allow all students to learn in the most fruitful and effective way, assisted by tutorial staff who are able to provide the best possible teaching, the I.R.O. would require several component parts which would need overall management and co-ordination.

"The I.R.O. will interact:

(a) with the tutorial staff both as individuals and as planning groups, by providing
   (i) a consultancy service to ensure that the practices and principles of Educational Technology are incorporated in all course planning;
   (ii) a production service to ensure that learning resources are provided using the most relevant media to achieve effective learning;

(b) with the students by providing access:
   (i) to print-based and audiovisual learning resources in 'multi-media libraries' where independent learning takes full advantage of all media often in structured learning packages;
   (ii) to work-shops where students will be able to develop and use learning resources required for their own courses. ...

The I.R.O. should be controlled by a Co-ordinating Committee ...

"(6)

The Report was accepted by the Institute's management, the Head of Learning Resources was appointed and the service inaugurated. At this time the Department of Education and Science were also encouraging the setting up of larger resource units in colleges and institutes of higher education.

At the end of the first year of operation, the Head of Resources reported that a wide range of decisions had been made by various staff working parties during what had been a difficult period of overall reorganisation and financial 'cut-back'. The aim of the service was:-
"to encourage and support effective teaching and learning within the Institute by:
(a) increasing the Institute's stock of effective learning resources through acquisition, production, organisation and physical maintenance;
(b) making teaching and learning resources accessible for use through appropriate services;
(c) encouraging and assisting lecturers in the design of effective learning situations through media production, consultancy and tutorial services;
(d) encouraging and assisting students in the effective use and production of learning resources;
(e) providing courses in all aspects of learning resources."

(7)

To meet this aim, a wide range of services were now available based on the libraries in each of the three colleges.

These services were provided through the three arms of the service - Library, Production and Technical, and Courses. The Library Service was responsible for all learning resources in both print and audiovisual formats. An integrated learning resources catalogues was being prepared.

Production and Technical Services were responsible for the provision of audiovisual facilities such as dark-rooms, studios and work-shops for both staff and students. Production personnel were working with teaching staff to produce additional learning resources. Technical services provided audiovisual equipment in teaching areas and reprographic, maintenance and purchasing services. Resources Tutors and Tutor Librarians would provide courses on various aspects of Learning Resources and Educational Technology. User education programmes had also been developed. Students who were training as teachers were also given a special course in the use of learning resources in schools. (8)

At the first Annual General Meeting of the Learning Resources Development Group in December 1978, Dr. John Clarke itemised three particular problems which were recurring.
"a) The whole area of reprographics and the relationship between the needs of the institute administration and the needs of the academic staff.
b) Persuading librarians that a/v materials were not essentially different to print.
c) Involving academic staff in the production of teaching/learning materials, especially for individualised learning, now that timetables were much more structured.

In the main he found the system ... to be workable." (9)

The Head of Resources has a background in science and maths education and is not a Librarian. Within the Institute there is a separate Computer Department which is both large and well funded. It maintains a collection of computer software for use by local teachers, students and staff in connection with teaching practice. Liaison occurs at a personal level with tutors from Resources and Computing working together on courses and the development of loan and advisory services.

10.4.

From 1975 onwards, it has been suggested that the Television Production Unit be amalgamated with the Library. However, the TV Production Unit has now been combined with the separate Visual Aids (Photographic) and Reprographic Units to create the Learning Services Unit, in 1986. All relevant productions of the Learning Services Unit are available in the Library.
10.5. ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS, POLICY STATEMENT ON EDUCATIONAL TECHNOLOGY

This Association issued a policy statement supporting the concept of a College Resource Centre, with functions, including production, similar to those recommended by Richard Fothergill in 1973. Its policy on staffing was rather nebulous, however. It recommended that there should be an Educational Technology Co-ordinator, a senior member of the teaching staff responsible for educational technology provision. He should be supported by three groups of staff, these being academic staff acting as consultants, the Resource Centre staff, and technical staff. The Tutor Librarian was to be considered a member of the team of academic staff acting as consultants, and responsible for the organisation of the Resource Centre. The relationship between the Educational Technology Co-ordinator and Tutor Librarian was not made clear. (10)

10.6. PROFESSIONAL LITERATURE

The book An introduction to University Library Administration, by James Thompson, is perhaps symptomatic of the attitudes of many university librarians at that time in relation to functions outside those of traditional library service. He saw no reason why photographic services should be part of the library. There were some advantages in having it as part of the library in that the library was a central service, centrally located and it was therefore convenient to have them together. Also library materials did not have to leave the library to be photographed. But if the university set up a central printing unit, for example, it would be better if the photographic service were integrated with it. Curiously he did not see the relevance of the photographic unit to the central audiovisual production service. He continued:
"Many librarians feel that the actual production of audiovisual materials should be quite separate from library operations. Some doubt that books and non-books will mix ... However, the librarian must remember that books will remain his main concern for many years; he must not spreadeagle his energies and his resources just because, being already a central service in his university, he feels he must therefore attract to himself every other central service."
(11)

The word 'central' is defined by Chambers Twentieth Century Dictionary as "belonging to the centre; principal, dominant". If he saw the library as the principal service of the university, how could he accept other "principal, dominant" services developing in the institution without querying their relationship to the library, and the reasons for their existence? If it was convenient to have the photographic unit in the library, why not the other services too?

An opposing view came from Anthony Hugh Thompson, in his article Planning for media development. Media development was defined as including both the use and production of the more recent audiovisual materials. Libraries should be undertaking such developments which should be properly planned to ensure an even pattern of development and the best use of the librarian's physical and financial resources. The public, polytechnic and university libraries were large enough to plan comprehensive services, while smaller libraries would need to consider more modest provision. The appointment of a media technologist to the library service was recommended, whose role it was to plan and develop all aspects of multi-media services and to co-ordinate those media services the library already had - binderies, print units, photographic units, etc. It was felt that media technologists could initially be expected to be qualified librarians, but that they might bring into the service staff from other disciplines. (12)
10.7. CO-OPERATION, CO-ORDINATION OR INTEGRATION OF RESOURCE SERVICES?

During 1975, there were a variety of different views expressed on the various management structures of separate or related resource services. Ann Aungle, while reviewing some of the developments in polytechnics to date, felt that the technical and managerial skills required by heads of audiovisual production services were quite different to those required by librarians. She believed that "co-operation is the keyword" between the audiovisual production service and the library. This was best achieved when both heads of service were of equal professional status, enabling collaboration to take place on an informal basis as well by working together on committees. Liaison could then exist between the services at all levels. (13)

At the Learning Resources in teacher education seminar organised by the newly named Council for Educational Technology, with ATCDE and the Library Association, a number of papers dealt in part with the management of learning resources. Clive Neville illustrated and criticised the various patterns of learning resources organisation developing in the various types of institutions in higher education. These ranged from complete separation to total integration, the latter having many advantages including economy and co-ordination, but with their success depending on the availability of a head with sufficient expertise in all areas to ensure a well balanced integration.

"The choice of departmental head may indicate the way in which the institution ... sees the role of the Resource Facility as a department. If he is a consultant, the curriculum development function is foremost: ... If he is a producer, the pride of place has to be given to the practical skills and the theory of audiovisual communication ... If he is a teacher of educational technology, the understanding of learning processes, both verbal and non verbal is in the forefront ... If the departmental head is a librarian, the management of resources is likely to be the strong suit but the 'Facility' may be inclined to adopt a service role rather than to take the initiative in developing new teaching/learning resources." (14)
Richard Fothergill took up the same theme at the DES/ATCDE/LA Joint Conference in October, 1975. Dealing with the organisation of resource facilities, he did not approve of the separation of closely related resource facilities, all reporting to the academic board by different routes. Neither did he approve of the integration of these facilities under a Head of Resources, as this led to a single department with a wide range of staff and skills. This would make it very difficult for one person to manage. At Newcastle Polytechnic the idea of a single head of resources had been dismissed as:

"it is unlikely that any one individual could be sufficiently omniscient to manage them adequately. While general provision and control of staff could be undertaken by a good manager, the nuances of control and the implementation of policies could not be done without considerable expertise in the activities. Thus a librarian could not normally make practical decisions for the computer service, and the director of the television service would not get a warm welcome from an assistant librarian when it comes to decisions on cataloguing rules. I firmly believe that a manager who implements policies must know fully the parameters of the jobs of those he controls." (15)

At Newcastle the resource services all reported to the same Assistant Director, although he admitted that although the Assistant Director was no more omniscient than anyone one else, he was able to represent most of the services views on committees satisfactorily, although there were occasional problems.

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CHAPTER 11

INSTITUTIONAL DEVELOPMENTS, 1976-7


A CASE STUDY OF THE LIBRARY AND THE AUDIOVISUAL AIDS UNIT IS TO BE FOUND IN APPENDIX 1.

Central Services in this University College consist of a predominantly print-based Library, an audiovisual production service and a Computer Unit. The Heads of the Library and the Computer Unit are on Professorial grades, while the Chief Technician in charge of the Audiovisual Aids Unit is on Technicians scales. The nominal Head of the Audiovisual Aids Unit is the academic who is the Chairman of the AVA Committee, but he takes no part in the day to day running of the service. There is no formal co-ordination of these central services.

In 1976 the Audiovisual Aids Unit had to move from a college building that was no longer required. The Registrar made an informal approach to the Librarian to incorporate AVA into the Library building and to become responsible for the service. However, as the Library had just moved into a new purpose built building, where no provision had been made for the AVA unit, it was not considered to be a practical proposition.

The Library provides a central Photographic Unit for the institution. There are a number of resource collections in teaching departments and within the Computer Unit.
11.1.1. INTRODUCTION

Writing about the structure of British Universities in 1974, Moodie and Eustace stated:

"internally, although there exists a clear academic ladder, yet a university is not a simple hierarchical type of organisation. What one finds on the contrary, is an untidy diffusion of responsibility and a proliferation of centres of initiative and decision-making which are related to one another in ways which are not neatly bureaucratic. There is no direct and comprehensive chain of command, and the notion of an order being issued from one person to another is generally felt to be alien to the way in which British universities should govern their affairs." (1)

The case study of the University College of Wales, Aberystwyth, would suggest that little has changed between 1974 and 1986.

11.1.2. MANAGEMENT

This library service is mainly housed in a new central building although a small number of libraries still exist in various parts of the campuses. The service makes extensive use of the computer for administrative functions and for cataloguing. The Library is a member of SWALCAP, and there is an on-line computer terminal for staff and student use as well as a range of microform equipment on open access. There is no policy of purchasing audiovisual materials and the only sign of audiovisual development is a television receiver and videocassette recorder housed in the large library seminar room, but available to users of the Library on request. However, the Library will shortly have a number of computer terminals connected to the Computer Unit on open access in the main Library.

The bookfund of the University Library is nominally in the hands of the University Librarian. Although theoretically he can
exercise some discretion over the way it is spent, it is in fact divided up and allocated amongst teaching departments. Lecturers are then able to recommend materials for the Library with the reasonable assurance that they will be purchased. Particularly at a time of financial restrictions, this leaves the Librarian little flexibility or spare funds to ensure a balanced book stock, let alone purchase audiovisual materials. While the Librarian would wish to develop a multimedia collection, he has no spare funds with which to do so and has little or no support from lecturing or library staff and students.

The aim and objectives of the institution itself are not clearly laid down and thus the Library has no clear aim and objectives either. Certainly it would be difficult for the Librarian in this university to take the initiative over multimedia development and create a demand amongst his users for these materials.

It is difficult to see why the Audiovisual Aids Unit exists at all in its present form within this University College. Its contribution in terms of the production of audiovisual aids and programmes for the teaching staff is minimal. Facilities exist in many teaching departments for the production of the simpler audiovisual aids that duplicate those of the audiovisual production service. The Unit is so grossly understaffed as to make any major production virtually impossible. It is not able to undertake fully the provision of audiovisual equipment and facilities throughout the institution, except for major events. Most teaching departments have their own collections of audiovisual equipment and in some cases the technical staff to operate them. The Unit cannot maintain or repair all the audiovisual equipment in the University on a regular basis as there is neither sufficient staff available to do so or with the necessary skills since the Unit lost the services of its electronics technician. While the name of the service remains the Audiovisual Aids Unit, this reflects an aspect of the work of the service that it can no longer fulfil.

The main function of the Unit now seems to be in producing public relations materials for the University, making programmes for outside organisations to raise funds and supporting the work of
the departments of Drama and Education. While these are all worthwhile tasks, the work of the Unit does not benefit the teaching staff of the institution as a whole and this has lead to considerable duplication of staff and facilities. Again there have never been any clear aim or objectives laid down for the Unit, or any strong academic leadership at any time in its history either from the nominal academic heads or from the Audiovisual Aids Committee. The original intention that it should depend on the audiovisual production service at University College, Cardiff for some of its requirements simply was impractical because of the distance separating the two institutions and would now have broken down anyway the light of the recent closure of the audiovisual production service at Cardiff.

Of the three central service units within this University the audiovisual production service has remained the very poor relation and this has affected its work severely. The service is particularly vulnerable as the day to day running is carried out by a Chief Technician who, despite a particularly strong personality and a considerable degree of expertise especially in the area of video production which is unequalled by any of the academic staff in the college, is in a less strong position to resist pressures from senior academic and administrative staff. He also has to deal with considerable pressure from mature students in the Department of Education who are often academics themselves and who are carrying out lengthy audiovisual productions as part of their courses. These pressures make it difficult for him to maintain priorities and a planned production schedule.

It was most unfortunate that when the opportunity arose for linking or amalgamating the audiovisual production service with the Library, this did not take place. While this might not have led to much change in either service it would have strengthened the position of the resultant combined service within the institution, located the audiovisual production service centrally
on the main campus where it is likely that more use would have been made of its services and given the Chief Technician an academic member of staff on professorial grades to shield him from some of the pressures with which he has to cope.

It is difficult to discern any advantages to the overall management structure relating to the Library and the audiovisual production service in the University College. The span of control of the College management is wide. The Librarian has a seat on Senate while the Chief Technician does not, although the academic nominally responsible for the Audiovisual Aids Unit does, but in another capacity. No single committee co-ordinates the work of these two resource services or the Computer Unit. College management has clearly not benefited from this arrangement.

The range of facilities in both services is limited and traditional. The Library has not been able to develop from the traditional pattern and has not benefited from any close link with the audiovisual production service. The audiovisual production service remains a small, well equipped but poorly staffed video production unit with ancillary facilities including photographic and graphics skills, which are duplicated in several other parts of the institution including the Library. The range of services the audiovisual production service can offer the institution is limited. The growth potential of each service is nil at present, there is no room for flexibility or development to meet changing needs within the institution. Under the latest financial arrangements the Library and the audiovisual production service find themselves competing for funds with the Registry. The teaching staff and students, although they do not seem to be aware of it and in some cases actually oppose development, are not getting the range of beneficial services offered by most academic libraries outside the university sector and have no convenient central point to go to to obtain such services as there are.
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There have been some developments in the Library over the last twenty five years. The post of Librarian now requires a qualified person and the holder has more control over his service. The move towards a centralised library service has continued, mainly as a result of the pressure of economics rather than to improve the quality of service. There is still strong resistance to centralisation from some staff in those departments who have access to one of the sectional libraries, however.

In the same period the audiovisual production service has had its staff increased to two and a half and then reduced to two. The practising head of the service had not sufficient status to prevent the loss of staff to a teaching department, despite the fact that the institution as a whole would suffer from a loss of his services and equipment repairs would cost considerably more. Although the Head of the audiovisual production service is expected to teach by both departments in which media components exist, he is not paid on academic salary scales nor is considered an academic by the institution.

11.1.3. ATTITUDES TO THE SERVICES
Attitudes of staff and students of the University College to both services are more negative than positive. Because the Library is constrained by economic pressures and traditional attitudes it cannot develop a range of services that would attract more use of its services and facilities, nor can it make available many of the materials that students need and which clearly exist within teaching departments. Thus it cannot improve its services and strengthen its position this way.

Most teaching staff and students are either unaware of the existence of the audiovisual production service or are able to obtain the services it should supply within their own departments. Even if they knew of the Unit and required to make use of its services they would be constrained by the lack of staff within the Unit and its commitments.
It is difficult to see what could be done to improve these attitudes without a wholehearted institutional rethink of its management structure, and a change in attitudes amongst its academic staff.

11.1.4. LINKS WITH STAFF AND STUDENTS
In the case of the Library a system of teaching department library representatives linked to a member of the Library staff exists, but the success of this relationship depends on the enthusiasm and personality of both. The Library is not involved in any form of curriculum development as it does not have a representative on departmental committees and thus is not always aware of what is taking place within departments. It appears to be up to new staff appointed to the institution whether or not they take advantage of the invitation to meet the appropriate subject specialist in the Library and again the success of this depends on personalities and enthusiasm.

As far as students are concerned their only link is through the Library Committee which has student representation, apart from direct contact with Library staff. Some user education is undertaken but this again depends on effective liaison with teaching staff and is not common practice with all students.

Links between staff and the audiovisual production service are minimal. The Unit publicises important projects in the College newspaper and works on the basis that the staff of the institution know that the Unit exists. The Audiovisual Aids Committee has representatives from all Faculties, who are supposed to act as two way communicators between teaching staff and the Unit, but this does not work satisfactorily.

Links with students come mainly through the involvement of the Unit with the departments of Education and Drama. Informal contact with students in general is not greatly encouraged because of staff pressures.
No formal studies have taken place within either service to find out what staff and students actually require or would like to have in terms of information, facilities and services. Although the Library now has a system of computerised statistics, these only relate to current use of the Library. The audiovisual production service stopped keeping statistics at all when its staff was reduced to two.

Thus there is a lack of awareness of these two services by staff and students and equally a lack of awareness by the services as to the actual needs of the people they were set up to serve. Steps to solve both these problems would seem to be imperative.

11.1.5. INFORMATION MATERIAL OTHER THAN PRINT ON PAPER
The Library has not had the opportunity nor has the need been expressed for multimedia development. This does not mean that audiovisual materials are not being used within the University. Approximately 50% of the teaching staff are estimated to use these materials in their teaching. But few of them see that audiovisuals have a role either as a learning material or as a library material. The Department of Education, not unnaturally, is the only department to have a resources centre attached loosely to the departmental library, but major and independent collections of audiovisual materials do exist in other teaching department.

As no significant collections of audiovisual materials exist in the University Library, it is going to be more difficult for the Librarian to make a case for the location in the Library of the latest information formats, CD Rom, CD-I and Interactive Video. Many of these new items will be expensive both in terms of software and equipment and may be beyond the reach of most individual department teaching materials funds. There is thus a danger that unless the Librarian takes strong action, that they may be located in the Computer Unit who may see them as an extension of their own centre of initiative. The Computer Unit is
already purchasing computer programmes and manuals that it then makes available to staff and students. As no policy exists, there could be duplication of expensive information materials within the institution unless this problem is solved in the near future.

The audiovisual production service maintains a collection of master recordings and some copies of its own programmes for general use. It does not acquire commercially produced audiovisual materials, but this is increasingly done by teaching departments. Neither does it supply copies of its programmes to the Library.

This proliferation of information materials throughout the institution must be increasingly confusing for staff and students and this can only increase in the future. A co-ordinated approach towards all these materials is required. The Librarian would appear to be the person to initiate this as the Library and its users have the most to loose if these audiovisual programmes and the latest interactive publications whose contents encompass all previous formats are to become separated from the Library.

The problem is exacerbated by the lack of any central record of these materials. Even if it were possible to compile such a record there is no guarantee at present that access to all of these materials would be possible. Records of some of these materials do exist, but there has been no attempt to integrate them.

The head of the audiovisual production service has already requested that the Library should undertake the 'librarianship' aspects of his growing collection of materials, but so far this has produced no results. At the same time the head of the audiovisual production service has no objection to copies of these programmes being placed in the Library but this does not appear to have been discussed fully. This would appear to be an ideal opportunity for closer co-operation between the Library and the audiovisual production service, from which both would benefit.
11.1.6. IN HOUSE PRODUCTION
The Library has a Photographic Unit which is supposed to be the central unit for the University College. In fact some teaching departments also have photographic facilities. The audiovisual production service also has photographic facilities which are normally used to support video production. The creation of original photographs, a service reported to be extensively required throughout the college, is not catered for by the Library Photographic Unit due to the lack of staff and the restrictions placed on the movements of the photographer by the Librarian. Such work is not supposed to be carried out by the audiovisual production service either although the audiovisual production service staff are free to go on location to obtain original pictures. Thus it is easy to see how photographic facilities and staff have developed in teaching departments, yet these facilities and staff can rarely be used to capacity and would be hard to justify on economic grounds. At the same time the Library Photographic Unit and the audiovisual production service are understaffed and under considerable pressure. There is an obvious case for rationalisation here, for the situation has got out of control.

The audiovisual production service has video production facilities for original production as well as off-air recording. Many teaching departments also have off-air recording facilities and some have basic video production equipment. Again it is difficult to see how this expensive equipment is being used to full capacity.

The head of the audiovisual production service believes that the Library should be involved in the early stages of audiovisual production. Checking that there are not already published audiovisual materials on the subject or obtaining information on the topic should be a part of the planning process. Yet the Library is not involved unless the lecturer requiring the materials takes it upon himself to undertake these tasks himself.
or asks the Library to do it for him. No machinery exists between the audiovisual production service and the Library for this work to be undertaken. Similarly it is doubtful if any checks are carried out when the Library Photographic Unit or departmental facilities are used to produce materials. Thus duplication of effort, of information within the institution and between institutions, must be occurring on a considerable scale. Again this could be partly solved by the development of a procedure between the Library and these production facilities.

The Librarian believes that the Library has a role to play in the in-house production of audiovisual materials but makes a distinction between the simpler audiovisual aids and audiovisual programmes. However, it illogical that slides made from illustrations, some original slides and overhead transparencies should be obtained from the Library or from departmental facilities, while video and tape slide programme production should be carried out by the Audiovisual Aids Unit. Many of the skills, the facilities, the equipment, the staff and the information needs are the same for both. There appears to be a strong case for closer co-operation between the Library and the audiovisual production service over the in-house production of audiovisual materials.


As there is no co-ordinating committee or any regular meetings to discuss matters of mutual concern, each service operates independently of each other.

The audiovisual production service has some control over audiovisual equipment costing more than £300 bought for the institution. The Library and other departments normally seek their advice before purchasing such equipment. Thus some standardisation occurs and equipment that would not be fully utilised may be avoided.
The Computer Unit controls the purchase of computer equipment throughout the institution, including the Library, on a more formal basis to ensure that standardisation is achieved as far as is possible with a rapidly changing technology.

The audiovisual production service is responsible for the maintenance and repair of library audiovisual equipment if the library photographer is unable to do this himself. However, because of lack of staff and because of its responsibility to oversee the upkeep of all audiovisual equipment in the institution, the audiovisual production service can only undertake the simpler repairs and much equipment has to be sent to outside repair services. When help is needed, the Library receives the same priority as other departments. The audiovisual production service has also assisted the Library in the production of user education programmes.

As the services work independently of each other, there is little contact between their heads or staff. As far as the heads of service are concerned the position is made more difficult by the fact that two of them are on professorial grades, while the other is on technician grades.

Relationships between the Librarian and the head of the audiovisual production service are good but contact is infrequent. As the audiovisual production service is some distance from the main Library, the staff rarely come into contact with each other except when the audiovisual production service staff are working in the Library. There is no social mixing at work. The staff of both units believe that they understand the work of the other but no steps have been taken to ensure that this is so.
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There is the potential for more problems to arise between the Library and the Computer Unit. As there is no clearly defined location for all information materials in the institution, these problems may be exacerbated by the publication of CD Rom's and CD-I's. The staff of these units only meet when working in each others areas or when dealing with a library computer application. Again staff are largely unaware of the work of the other unit.

Links between these services exist in theory, the Librarian being an ex-officio member of both the Audiovisual Aids Committee and the Computer Committee, but these links have little practical value at present.

11.1.9. LOCATION OF FACILITIES
All three services suffer from problems related to location. The Library and the Computer Unit both have central locations on the main campus, but the Library still has a number of sectional libraries on both the new and the old campuses. The Computer Unit is having to create facilities in various teaching departments and buildings, including the Library, which it has to maintain. The audiovisual production service is located in a building on the edge of the Old College campus, close to the Education Department but a mile from the main campus and the majority of its potential users.

11.1.10. FUTURE CO-OPERATION
There is an increasing need for some co-ordination between these services. Developments in technology are such that the blurring of the roles between these services is bound to increase and there is a danger of empire building taking place to the detriment of the staff and students of the university. Both the Librarian and the head of the audiovisual production service see the need for some co-operation but have not instituted any system whereby this can be carried out.
Several areas have been identified where relationships could be established leading to improvements in service, which could be initiated by the heads of the three services.

The Librarian and the Chief Technician could co-operate over the production of audiovisual aids and programmes, leading to better planning of these materials and a reduction in duplication of effort. The Library could undertake the 'librarianship' aspects of keeping records of the audiovisual production service's productions and at the same time could obtain a copy of each of these for use in the Library.

Copies of in-house produced programmes combined with the videocassettes deposited by the Visual Arts Department would then form the nucleus of a growing videocassette collection and would not incur significant expenditure from the bookfund. Further co-operation with the audiovisual production service over the off-air recording of legitimate educational television programmes would further increase this collection which would then hopefully begin to attract Library users.

Rationalisation between the Library Photographic Unit and the audiovisual production service could also be considered as both could benefit.

Co-ordination between the Librarian and the Head of the Computer Unit could also be developed over the appropriate location of the latest interactive information formats and the building up of the range of materials and computer facilities controlled by the Computer Unit and located in the Library.
11.2.


The combined service was created by the College Director as a result of a strong recommendation from CNAA that it should do so. Some moves to integrate the two services have already taken place and the degree of co-operation is very close between the units. The Audiovisual Centre and the main Library are situated in the same building adjacent to each other, and there is another Library on a separate site. The Audiovisual Centre provides equipment for use throughout the College, group viewing facilities, production facilities and a working environment for lecturers who wish to prepare their own materials. Individual listening and viewing facilities are provided in the Libraries.

The Head of Learning Resources is a Librarian and was a Lecturer in Librarianship. She has also had television production training.

Within the College there is also a Computer Centre and an Information Technology Unit, the latter being a government funded regional centre. Neither of these units maintain their own resource collections, except for computer software.

There is a high profile on open learning in the College which may lead to further co-ordination with computing and educational development.

11.3.

Doncaster Metropolitan Institute of Higher Education 1976. An integrated Learning Resources service formed by the amalgamation of the Library, the Audiovisual Production Service and Reprographic Services.
The combined services were developed on the formation of the Institute in 1976, as a result of a strong recommendation by CNAA. The Head of Learning Resources is a Librarian, with qualifications in Educational Technology.

The Principal recently began moves to combine the separate Computing Service with Learning Resources for administrative and economic reasons. There has been no outcome yet mainly because no one person could be found with experience in libraries, educational technology and computers.

11.4.
Kingston Polytechnic 1976. An integrated Learning Resources Service formed by the amalgamation of Libraries, Audiovisual Production Services, an Educational Development Unit and various video and photographic units and theatre services.

The development of Learning Resources in 1976 was the result of a CNAA recommendation to bring together hitherto disparate elements of the separate institutions that made up the Polytechnic. The Educational Development Unit was incorporated in Learning Resources when it was created in 1986. The Head of Learning Resources has a background in education.

There are also separate Computing and Printroom services in the Polytechnic. Computing Services does not have its own resources collection, nor have there been any moves to incorporate either of these services into Learning Resources.

11.5.
King Alfred's College 1977. A co-ordinated Learning Resources Centre made up of the Martial Rose Library, the Audiovisual and Television Resources Section and the School Resources Section.

The services were combined and located near to each other in 1977 to encourage students to use all the College's resources. Each
section has its own Head, who manage the service under the chairmanship of the Co-ordinator of Learning Resources, who is also Head of Television and has a background in educational television.

It is the aim to provide an integrated automated catalogue and issue system for the Library and the School Resources Section by 1988.

Individual listening and viewing facilities exist in both the Library and the Schools Resources Centre, the latter also provides computing facilities. Audiovisual equipment, production facilities and a self-help production facility are provided by the AV and TV Resources Section.

11.6.

St Mark and St John, College of 1977. An integrated Learning Resources Service formed by the amalgamation of the Library, the Audiovisual Production Service and the Print and Reprographics Service.

The need for a centralised resource system to continue to provide a good service despite government cutbacks caused the Library and the audiovisual production service to combine in 1977. Print and Reprographic Services amalgamated with Learning Resources Service in 1984.

The Library stock is an all print collection, while all the more recent audiovisual materials are kept in the Resources Library in a separate room off the Library. The Resources Library also has individual viewing facilities.

The Director of Learning Resources has a background in Librarianship.

The staff structure is:
Areas of responsibility within the service show a considerable degree of integration and are divided as follows:

- "Video recording/playback, filming. Under the direct control of the Head of Learning Resources with technical aspects the responsibility of the Senior Technician ..."
- "Audio recording/playback, loans of equipment. Under the direct control of the ... Resources Librarian ... with technical aspects the responsibility of the Technician, Resources Services..."
- "Preparation of Teaching Material (other than video) Under the direct control of the ... Resources Librarian, with technical aspects the responsibility of the Senior Technician... assisted by the Technician..."
- "Computing Facility Under the direct control of the Head of Learning Resources with technical aspects the responsibility of the Computer/Electronics Technician, part time."
- "Print Room Under the direct control of the Head of Learning Resources with operational aspects the responsibility of the Print Room Assistant."
- "Photography: Academic Colleagues should relate directly to the Senior Technician, Science Department... for this specialist service."
- "Photography: General Under the direct control of the Resources Librarian with technical aspects the responsibility of the Senior Technician." (2)
Information Technology over software purchases for use in College or on teaching practice.

COMMENTARY

11.7. ALTERNATIVE MODES OF LIBRARY AND RESOURCE CENTRE RELATIONSHIPS

Richard Fothergill gave another paper at Coombe Lodge in 1976. The content was fairly similar to his paper at the DES/ATCDE/LA Joint Conference in 1975, although one senses a moderation of his views in places. He identified four elements of resource service, the library, the computer, audiovisual production and in-service training. The library, he believed, provided the materials the student needed to explore as part of his learning process, but it was important that the library was linked to the audiovisual production service as much of what the student had to explore had to be selected and guided. In-house productions should also be placed in the library, and some library materials ought to be adapted by the production service. This did not necessarily mean that the two services had to be located together. The computer service could stand alone provided that it could be accessed through terminals in other locations. In-service training could not easily stand alone as staff would want to have access to audiovisual production facilities to enable them to develop their new skills.

He considered the librarian to be more fortunate than those in charge of the other services as he often had an accepted status and a seat on the academic board. The other services were often attached to a variety of different departments. In some cases, audiovisual production and in-service training could be found in a faculty of education. Computing might be part of the maths department and the library remained separate. Close relationships could be hard to achieve in these circumstances.

One development taking place in the seventies was that the audiovisual production service was amalgamating with the library,
but he felt there was sometimes a lack of understanding and innovation between the two services. However, he believed that it was possible that this arrangement could work well in a small institution, although there could be an element of mistrust between the two heads of service.

Another development he mentioned was the appointment of a head of learning resources to take charge of the library, the audiovisual production service and in-service training. While he felt that this solved some problems, it created others in that the service from which the head of service originally came might dominate the service and cause mistrust. However, he did not condemn this pattern as strongly as he had done before.

He still felt that the alternative to this, that of the library, audiovisual production and in-service training being co-ordinated by an assistant director, worked best, as the assistant director could be an 'honest broker' rather than having the bias that a previous head of one of the services could have. (3)

11.8. RESOURCE BASED LEARNING
In his latest book, Dr. Norman Beswick, now on the staff of the Loughborough University Department of Library and Information Studies, stated that the concept of resource-based learning in schools required proper organisation for its achievement.

"This organisation involves the professional skills of what have until recently been three separate and distinct groups: teachers, media production specialists and librarians. We have seen that these three groups have become more and more inter-related, not only bringing their complementary skills to bear upon joint problems, but also acting in very similar ways." (4)

Such relationships were already developing in the United States and in the United Kingdom, not only in schools, but in other areas of education as well. He concluded:
What cannot ... be controverted is that resource-based learning implies the interaction of co-operating people ... We cannot in education afford an attitude of improvising amateurism, especially when trying to deal with the challenges of our time in circumstances of sharp financial restriction." (5)

What was true for education in schools in 1977 is equally true for higher education in 1987 and although this thesis suggests that the lesson is being learned, it is often being learned for the wrong reasons. And without the willing and enthusiastic commitment of those involved, it cannot hope to achieve total success.

11.9. MULTI-MEDIA: HERE TO STAY?
In a critical, perceptive but sometimes exaggerated article on multi-media development, Donald Davinson believed that it was not enough to acquire the more recent audiovisual materials, but that librarians should "reappraise our functions and our relationships with others". He touched upon the internal strife between librarians and educational technologists, and saw the negative response of librarians to any development which overlapped with their work as "neither rational or estimable".

"There are more librarians currently making fools of themselves by ritualistic claims to be responsible for educational technology developments than there are libraries aware that this field involves much more than the storage and retrieval of non-book materials. Too many so-called 'learning resource centres' are nothing of the sort, but libraries which have collected some materials in formats other than books. There are legitimate fields of interest overlapping with our own which the media men have, and we ought to work with them, not against them. (6)

He believed that where learning resource centres in colleges were managed by librarians, the educational development aspects of the centre were often not being developed properly, and vice versa. He often suspected the motives behind the combining of the library and the audiovisual production service. The stated reasons of educational philosophy were usually covers for "expediency, vested interest, or more sinister still, economy." He believed that some guidelines for both librarians and educational technologists were urgently needed.
BIBLIOGRAPHY


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CHAPTER 12

INSTITUTIONAL DEVELOPMENTS, 1978-80

12.1.


The College Administration initiated moves to combine all the various support services in 1978 in the interests of economy and efficiency. Co-ordination is already producing integration of some aspects of the services to produce greater efficiency and avoid duplication. The Head of Learning Resources has a background in Librarianship and has also recently completed qualifications in Educational Technology to enable him to run the Learning Resources service more effectively.

As in many other ex-teacher training colleges, the collection of the more recent audiovisual materials was developed separately from the print stock in a 'Resources Centre'. Some of the Colleges and Institutes of Higher Education continue the practice of keeping the materials separate but have integrated the cataloguing and classification processes, as at Bulmershe. The Audiovisual Area is located in the Library and contains all the necessary playback equipment for users. At Bulmershe the Compact Disc is being used and is seen as a replacement for the long playing disc and cassette tape collections already held.

The staffing of Learning Resources comprises:-
The post of Head of Educational Technology is a part time post, occupied by a Principal Lecturer who has other academic duties.

Consideration was given to the possible co-ordination of the Professional Workshop for trainee teachers and the Information Technology Centre with Learning Resources, in a review of the Academic Structure in 1986. The Review Working Party reported in 1987 and left the situation as it was, partly because of staffing and accommodation problems.

Some cross-committee co-ordination does take place, however. The Head of Learning Resources is on the Committee of the Professional Workshop and its Head is on the Learning Resources Committee. The Head of Learning Resources is also ex-officio on the Committee of the Information Technology Centre, although its Head is not on the Learning Resources Committee.

12.2.


In 1978 the Librarian and the Director of the Learning Resources Centre (which incorporates the audiovisual production service) initiated moves to centralise all audiovisual materials in the Library. Subsequent to this, the Library Sub-Committee amalgamated with the Learning Resources Sub-Committee. However there has been strong resistance from teaching departments who prefer to control their own departmental audiovisual materials.
Some of the programmes produced by the Learning Resources Centre are available in the Library, along with other audiovisual materials which are separated from the book collection in the Special Materials Room. The Learning Resources Centre also keeps and makes available its own productions.

The College also has a separate Computer Centre, a Reprographic Centre and a Teaching Practice Centre which maintain their own resource collections, along with other collections in some teaching departments.

12.3.
South Glamorgan Institute of Higher Education 1978. A co-ordinated Library and Learning Resources Centre made up of the Library and the audiovisual production service.

The audiovisual production service combined with the Library in 1978 after 18 years as an independent service. The Institute Librarian and Head of Learning Resources has a background in teaching, librarianship and educational technology. There is a separate Computer Service within the Institute, although it does not maintain its own resources collection.

12.4.
University of Manchester Institute of Science and Technology 1978. A linked library and audiovisual production service.

At one stage UMIST made use of the University of Manchester Audiovisual Services, but withdrew by 1984 because of problems caused by the distance between UMIST and the University campuses which created servicing problems. In addition to this arrangement, the Centre for Educational Methods in UMIST had maintained its own small AVA unit.

At the instigation of the Librarian and the Organiser of the Centre, in 1978 the Unit came under the administration of the Library service following the resignation of the previous
Technician in charge. The Audiovisual Production Unit has a well developed range of photographic, graphics and video production facilities but is grossly understaffed for an Institute of this size, having only two technicians. The Unit now comes under the direct control of the Head of Technical Services, who is also responsible for book and periodical ordering, automation and cataloguing. The Library is currently undergoing a substantial increase in size and a 'face-lift', and an audiovisual production suite is being incorporated in the Library extension to bring in the Audiovisual Production Unit from its present location on another floor of the building. When the move takes place it is expected that the audiovisual staff will be increased.

A limited number of audiovisual playback facilities are available in carrels close to the Library entrance, and provision is being made for a considerable number of open access computer facilities and networks in the expanded premises.

The Audiovisual Production Unit has never been responsible for the supply and maintenance of audiovisual equipment throughout the Institute. This task has up till now been undertaken by the Estates Department, who have been responsible for all aspects of teaching rooms and equipment. Discussions have been taking place since 1986 between the Library, the Estates Department, the Registrars Department and interested academics, who have formed a Working Party, with a view to transferring the supply and maintenance of audiovisual equipment from the Estates Department either to the Library, or as an alternative, combining the present Audiovisual Production Unit with audiovisual equipment supply into one unit under the control of the Registrar.

In March 1987, the Writer met the Working Party at UMIST to discuss current developments and trends in relationships between Libraries and Audiovisual Production Services in Universities and other institutions of higher education, and recommended that the Audiovisual Production Unit should remain part of the Library service and should incorporate the supply and maintenance of
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audiovisual equipment and facilities to the Institute and take in a number of technicians already carrying out this work in the Estates Department. No decision on the future development of the service has yet been reached.

12.5.

West Midlands College 1978. An integrated Library and Learning Resources Department formed by the amalgamation of the Library, an audiovisual production service and computer services.

The present Librarian inherited a combined library and audiovisual production service developed in 1978 by his predecessor, who is now Head of Learning Resources at Plymouth Polytechnic. He has since added to the range of services by successfully initiating the transfer of microcomputing equipment from the Maths Suite. This was done to improve efficiency and access to equipment and facilities since the College is now producing primary teachers, who use computers across the curriculum. The Principal Lecturer in charge of Library and Learning Resources is a Librarian.

There is a separate Printing and Reprographics service in the College but the Librarian does not believe that there would be any real advantage in including Printing into the Library and Learning Resources Department.

12.6.

Dorset Institute of Higher Education 1979. A Multi-media Library Services Unit.

This Institute is one of the largest institutions of higher education in the U.K. apart from the polytechnics, and has over 2,500 students. Until 1985, the Institute had three sites, these were reduced to two after this date.

Throughout the early years of the Institute, audiovisual production suffered from a number of changes in its management
and status. In 1979 it was decided to link it to the Library, the only major central service at that time, and for a short period until 1982 the Library and the Educational Media Services were one department, Teaching and Learning Resources. The services were separated again in 1982 as college management were not satisfied with this situation.

Educational Media Services, as it was then called, became a separate central service unit in 1982. A Computer Services Unit was established in 1983, and in 1985/6 Educational Media Services became part of the newly created Curriculum Development Unit. However, it quickly became apparent that about 80% of the work of the audiovisual technicians was carried out for the Department of Communication and Media Studies, which teaches audiovisual production, inter alia. As a result, some of the technicians were moved into the Department of Communication and Media Studies. The remainder of the Curriculum Development Unit, including the academic staff and the graphics and reprographics technicians now undertake a range of institute wide services including educational development.

Thus there are three separately managed Central Service Units.

"Each service is overseen by a sub-committee of the Academic Development Committee. The Heads of Service each have head of department status and are ex-officio members of the Academic Board and all Service sub-committees. ... All services are committed to the same broad aims and have identified the same important areas of Institute development which they must jointly support and on which they are already working together...

The services are recognised as being part of the integrated development of learning and teaching resources across the Institute and measures to ensure a more effective co-ordination are now being implemented. Formal co-ordination has been achieved up to the present by cross-representation on Service sub-committees, by Academic Development Committee to which they all report and by the involvement of all three Heads of Service in a working group concerned with the technology requirements for teaching within the Institute. The creation of a Learning Strategies
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and Technology Committee together with an Educational Development Unit is now under way to strengthen the co-ordination of the three services and to develop appropriate teaching and learning strategies."(2)

12.7.

Since the beginning of the 1980's, there have been moves by a number of people within the College to integrate some of the smaller resource collections with the Library, as it is generally recognised that the centralisation of resources would benefit everybody. It has not been possible to carry out this integration as the Library is about one third the size it should be for the number of students and the range of courses it is supposed to serve.

Up until the end of 1986, there was also a Media Centre, which was the audiovisual production service, but this was then disbanded, although elements of the service still survive in departments.

Four departments have large resource collections. There is a National Art Archive, which is quite separate from the Library, and a Music Library consisting of scores and records purchased from Library funds, but stored 'unsatisfactorily' in the Music Department as there is no space available in the Library. These records are available to all students.

There is also a collection of Teaching Practice Material, much of it purchased from Library funds, and a Drama Department collection of slides and other materials, purchased by the Department. There are other smaller collections, some funded by the Library. While the Library is involved in building up and maintaining these collections, they cannot be incorporated in the Library because of the space problem.
The Library contains a growing collection of the more recent audiovisual materials including 600 charts, 20,000 slides, audio and video cassettes for loan. The necessary equipment has to be borrowed from the Technical Assistant. (3)

12.8.

The possibility of linking the Library and the separate Media Resources Centre has been raised informally since 1980 but the College has not yet formally reviewed the situation. There is no likelihood that they will be linked in the foreseeable future. The existing structure is considered to be generally adequate.

The Media Resources Centre makes its own productions available to staff and students, although copies of some programmes are also available in the Library. There is a separate slide collection in the Faculty of Art and Design, and some resource collections within teaching departments.

12.9.

The move to set up a co-ordinated Learning Resources Unit came as a result of a strong recommendation from CNAA, and the Unit was established in 1980. The Director of Learning Resources was a Polytechnic Lecturer in Computing before taking up this post. It is mainly physical constraints that prevent full integration of the services.

"...[the] aim is to facilitate effective learning by providing services and resources to meet the immediate and long term needs of the Faculties for learning resources."
The Unit seeks to meet these aims, after discussion with the Faculties and the Administration by: providing stocks of learning materials; making learning materials available for use; facilitating the design and production of learning materials; playing a supportive role in staff development; and helping to stimulate innovation in learning and teaching...

This organisational system:
(i) facilitates the development of Learning Resources in the Faculties;
(ii) enables adequate funding to be devoted to the development of Learning Resources;
(iii) controls and co-ordinates the activities of the various component parts of Learning Resources in the College. ..."(4)

12.10.

The Educational Development Service began in 1972 and was developed by Richard Fothergill. It was called PETRAS until 1981 when its name changed to its present title. Although a merger between the Educational Development Service and the Library has been discussed on several occasions since 1980, this has never taken place. However, both services now report to the Library and Educational Development Service Policy Sub-Committee.

The Library undertakes some aspects of audiovisual production, including off-air recording of television programmes and some limited binding. It attempts to take copies of all the productions of the Educational Development Service, although attempts at an arrangement to obtain these productions systematically have never succeeded.

In 1985, a set of 'Guidelines for the purchase of books, etc, to be held outside the central Library service' was presented to the Academic Board.

"In the light of the difficult financial circumstances of the Polytechnic and the Library, and the fact that in 1983/4 £32,000 was spent by Faculties on purchase of books outside
the central Library service, Academic Board requested that the Library and EDS Policy Sub-Committee produce some guidelines for such purchases. Discussions with the Faculties, the Directorate and the Library have revealed a wide variety of practice and some conflicting and strongly held views." (5)

These Guidelines arose as a result of concern at the continuing growth of a number of resource collections in teaching departments, some of which duplicated materials held in the Library.

The proposed guidelines included the following recommendations:

"1. The Polytechnic recognises that it is appropriate that some books, periodicals, etc. may be purchased from Faculty funds and held outside the Library. However, the institution cannot afford for this to be done in an unco-ordinated way, so as either effectively to deprive the central Library service of funds or to discriminate unfairly in favour of or against particular groups of staff or students.

2. Each Faculty and School should agree with the relevant Faculty Librarian on areas of provision to be made available locally and centrally and should keep the Faculty Librarian informed of the nature of purchases made.

3. In addition, local purchases are expected to fall under the following categories:
   1) manuals for use with equipment, in laboratories etc.
   2) reference materials frequently used
   3) multiple copies for class use
   4) material needed for demonstration purposes and seminar work
   5) specialist collections by agreement with the Library.

4. There are to be no Faculty or School Libraries, Resource Centre, or other collections which duplicate the role of the central Library service, for example by offering a lending service to students. Any Libraries or Resource Centres in the Polytechnic must receive the approval of the Librarian on the basis of policy laid down from time to time by the LEDS Policy Sub-Committee.

5. Books must not be purchased from Polytechnic funds for the local use of individual staff other than as in 3.

6. The Polytechnic Librarian undertakes to consider the particular needs of individuals or groups and, within resources available, to try to meet special needs, including flexibility on loan regulations." (6)
These Guidelines were accepted by the Academic Board of the Polytechnic on 1 May, 1985 and have been in operation since.

12.11.
North Riding College 1980. A predominantly print based Library service, but with close liaison with the College Resources Centre.

As in many other Colleges of Education, this College began with a Library service in 1947, and later, as the need for audiovisual production developed and audiovisual materials became available commercially, the College set up a separate Resources Centre in 1975. The College Resources Centre combined the roles of audiovisual production service for both staff and students, the latter making heavy use of the service as they were mainly students teachers, and that of disseminator of in-house and commercially produced audiovisual materials, as these were originally regarded as 'teaching practice' materials for loan to students during their obligatory periods in schools before qualification. As the College Resource Centre developed and took on these roles, the Library remained predominantly print based and print orientated. This situation is still to be found in other ex-teacher training colleges.

In 1980, the Senior Lecturer in charge of the College Resources Centre and the Librarian initiated moves to bring these two services closer together on the grounds that there was a lack of librarianship expertise amongst Resources Centre staff and a need to make all resources available to staff and students at all times.

In a report to the Academic Board, the Working Party on College Resources (with the Librarian acting as Convenor), stated:-

"1. The Working Party decided to consider, separately, 'media resources' (i.e. books, periodicals, slides, filmstrips, tape/slide sets, audio tapes, video tapes, films, charts, maps) and 'non-media resources' (i.e. sports
equipment, stage materials, artistic supplies).

2. Access to 'non-media resources' was not thought to be a difficult problem and it was felt that a published list reminding staff, students and other users of the College facilities of their range and location would be a satisfactory solution." (7)

It is interesting to note that at least one Learning Resources Service, that of Trinity and All Saints College, Leeds, does include 'non-media resources' in the Learning Resources Service. (See History 1971).

"3. The Working Party noted that a brief survey of resources in the College had shown that in addition to the library and the catalogued section of the Resources Centre there were media collections in the following subject areas: Music ..., English ..., Geography ..., R.E. ... . All these collections are uncatalogued and to some extent unorganised and use is confined to staff and students fortunate enough to know of their existence. In addition the Resources Centre has a large backlog of uncatalogued material.

4. Policy Proposals
The Working Party recommends that the College adopts the following policy:

a. all resources, wherever located, should be regarded as being available to the educational community of the area
b. non-book materials should be as accessible as books
c. the book fund should be regarded as a resource fund
d. the use of resources as an essential element in the teaching and learning process should be recognised by the continuation of resource collections in the subject area
e. the two main roles of the Resource Centre should be
   1. resource production
   2. teaching

5. The Working Party suggests that, if the Board accepts the policy, it should remain in existence until implementation of the policy has reached a stage where the Working Party can recommend to the Board that a permanent body be set up.

6. The Working Party felt that if regular and continuous access is to be provided for non-book materials it will be necessary for 'software' to be transferred from the Resources Centre to the Library and that this, with the implementation of the suggested policy, will have implications for staffing and accommodation"(8)
The Policy Proposals in paragraph 4 were agreed by the Academic Board, a temporary cataloguer was appointed in 1984 and who is now in her third year of employment. Increases in the permanent staff are still under discussion however. An extension to the Library has been agreed by the College Governors but has not yet been completed.

All resource materials outside the College Library, both in the Resources Centre and in teaching departments) are being recorded in the Library Catalogue. The physical integration of all these materials has not yet been undertaken because of lack of space within the library and lack of staff to administer the increased stock.

12.12.

A survey of existing practices of the Library and the Educational Methods Unit, both formed in 1976 when the Polytechnic was created, was held in 1980. It concluded that an amalgamation between the two would not be of benefit to either department or the Institution.

The Educational Methods Unit maintains its own audiovisual library consisting of in-house productions and commercial audiovisual productions, which it makes available to staff and students. Some of its productions are also available in the Library. The separate Computer Centre also maintains its own resources collection.

12.13.
University of Reading 1980. A predominantly print based Library Service.

The Library runs a large Photographic service, with a staff of seven, undertaking central photographic services, including photocopying and microfilming. The Academic Support Centre and
Palmer Lecture Theatre services makes its own audiovisual productions available to staff and students, there being none in the Library. There are audiovisual resource collections in the History of Art Department and the School of Education.

Moves towards integrating these resources with the Library were considered in the early 1980's by a committee, but came to naught.

West Glamorgan Institute of Higher Education 1980. A co-ordinated Library and Learning Resources Service, made up of the library and the audiovisual production service

In 1980 the two services were co-ordinated as a result of a rationalisation of learning resource provision, especially as the Institute was hoping to obtain CNAA approval. Amalgamated units featured high in the CNAA's philosophy of learning resources approaches in higher education. The Dean of Library and Learning Resources is a Librarian.

The aims and objectives of the service are as follows:

"The Library and Learning Resources service aims to be an essential part of the Institute's educational and research programmes, and to fully contribute to the academic life. To achieve this the library has the following objectives:
- to acquire, store, organise and make available relevant learning materials;
- to provide the necessary equipment;
- to promote the use of learning materials;
- to act as an information centre for the Institute." (9)

Responsible to the Dean of Library and Learning Resources is the Learning Resources Tutor with a staff of three technicians, and a Librarian with a staff of ten FTE. The library includes print, the more recent audiovisual materials and computer software and the means for playing them back.
Academic and Administrative senior staff wished to amalgamate the Central Reprographics Unit with Library and Learning Resources Service to improve the efficiency of the print unit. Although discussions started in 1980, no amalgamation has taken place mainly because of staffing difficulties.

The cartoon from the front of the Library and Learning Resources Guide for 1896 is included here as it visually encapsulates most of the features of a combined library/learning resources service.

Diagram 2. Cover of West Glamorgan IHE, Library and Learning Resources Guide.

12.15.
Westhill College, Selly Oak 1980. A multimedia Library Service with liaison with the Educational Technology service.

Prior to 1980, there had been a separate collection of the more recent audiovisual materials in the Education Technology service, which was formed in 1972. The Principal decided that this collection should be transferred to the Library and they were moved into the new extension of the building in 1980. Nevertheless the previous College Librarian declined to accept responsibility either for the audiovisual collection or its Resources Librarian. When the present Librarian was appointed at
the end of 1980, the collection and its Librarian came under his control. The Resources Librarian then became one of the Assistant Librarians in the service, with special responsibility for the more recent forms of audiovisual materials.

It is interesting to note that the previous Librarian's earlier refusal to deal with pamphlet materials led to the creation of a separate Resources Centre containing pamphlets in the Community and Youth Department, which is still in existence. There are also resource collections in the Computing Department and the Regional Religious Education Centre.

**COMMENTARY**

12.16. LIBRARY RESOURCE CENTRES: LIBRARY INTO LIBRARY RESOURCE CENTRE

In 1977, Donald Davinson had appealed for a set of guidelines relating to the roles of librarians and educational technologists, and for more appropriate education for librarians.

Two educational courses did make some provision for developments in this area. As part of the modular Diploma in Educational Technology organised by Jordanhill College of Education, P.B. Clarke discussed the development of the library into the library resource centre. A library resource centre was essentially a multi-media library with production facilities added. He reminded his students of the six functions of a Resource Centre defined by Dr. Norman Beswick. These were the production of in-house resources, selection and acquisition of other resources, classification and indexing, storage, use including guidance and lending, and evaluation and weeding.(10) A similar Diploma of Educational Technology was being offered by Dundee College of Education.

12.17. LEARNING RESOURCES DEVELOPMENT GROUP

In 1978 the Learning Resources Development Group was formed, its membership made up of 'managers' of learning resources in higher
and further education. The Group then aimed to assist member colleges to deal with changes in teaching methods and courses, resource allocation, and developments in learning resource services. Its current role is to improve the effectiveness of resource services by exchanging ideas on planning, provision and management.

"We aim to provide a stimulating learning environment; to relate learning resources to course and staff development: to work to high but cost-effective standards." (11)

The Group began publishing the LRDG Bulletin, but this has now been replaced by the LRDG Newsletter and the Learning Resources Journal.

The Group is currently funding a research project into the nature and effectiveness of learning resource provision in colleges in the UK. It is hoped that this project will produce guidelines for the provision of learning resource services. The project, being undertaken by Gordon Brewer, will be completed towards the end of 1987.

12.18. EDUCATIONAL PRACTICE AND COLLEGE RESOURCE CENTRES
Graham Bulpitt submitted his study of recent developments in educational practice and college resource centres, for the degree of Master of Arts in 1979.(12) This is a thorough study of the background to the many changes that took place in colleges up to 1979, resulting inter alia in the development of polytechnics, and colleges of higher education. Moving on to the increasing interest in resource-based learning, he concluded his work with a review of learning resource services in colleges. In the perceptive chapter on learning resource services in colleges, he raised a number of points for investigation which were included in the Case Study Guides upon which the eight Case Studies in this work (see Appendices 1 - 8, and 10) were based.
12.19. NATIONAL ASSOCIATION OF TEACHERS IN FURTHER AND HIGHER EDUCATION

In 1980, NATFHE issued a further draft Policy statement on College Libraries (the term College to include Polytechnics and Colleges and Institutes of Higher Education, which while not furthering the cause of learning resource centres, did emphasise the need for the librarian to have relationships with educational technology and similar services. The statement recommended that the library should be involved in the generation of materials within the institution, as the library will be aware of subject areas where information is difficult to obtain. It should identify these areas and:

"notify ... appropriate experts together with advice and suggestions on categories and forms of media which can be generated to fill such gaps." (13)

The Association avoided the minefield it had previously strayed into with the earlier Association of Teachers in Technical Institutions' statement on Educational Technology in 1974, by recommending that the nature of the relationship between the library and other services in the college such as audiovisual production services should be determined by the academic board and related to the demands on the service.

BIBLIOGRAPHY


8. Working Party on College Resources. Ibid.


Formed in 1975 from an amalgamation of two colleges, Bath College of Higher Education was originally located on two sites. The College still teaches the two original disciplines, teacher training and domestic science, but has developed a further range of courses.

As a result of CNAA recommendations associated with the validation process, it was proposed that the Library and Educational Technology services of the College should be amalgamated to form a Learning Resources Unit. A post of Head of Learning Resources was then created.

At the beginning, the Learning Resources Unit had four sets of premises, consisting of a library and an audiovisual service on each of the sites.

"Upon investigation, some immediate problems became apparent. These included the difficulties of under provision in staffing and space exacerbated by the financial stringency resulting from the current economic situation. As the role of the new Head of Learning Resources was to develop the Unit's services, it was difficult at first to see how any expansion could take place within such constraints. Added to these were the problems of creating a cohesive unit from two disparate departments, and the associated problems of the geographical separation of premises. In particular, although the Library staff had been working towards uniformity of procedures on both sites, there was as yet no union catalogue, and anomalies in the treatment of library materials, resulting from the previous separate existence of the constituent colleges, were still apparent."

(1)
As a result, the Head of Learning Resources then produced a policy document for the Academic Board. In it, the possible future roles of the two sections of the service were defined.

"Educational Technology ... 
(i) Provision of audiovisual equipment to staff and students...
(ii) Training of students, staff, and in-service teachers to the use of audiovisual equipment and materials.
(iii) Production of audiovisual 'software' of various kinds:
   1. For individual or group use ...
   2. For library use (e.g. recordings of lectures, off-air recordings or specially produced material).
(iv) The use of audiovisual equipment for the development of teaching techniques ...
(v) Maintenance of audiovisual equipment, both within the Unit and for the College as a whole.
(vi) Advising the departments of the College in the selection and use of specialised audiovisual equipment for their own specific purposes."(2)

The role of the library services was defined as:-

(i) Selection, storage, retrieval and exploitation of learning materials, which may be commercially published or produced within the College...
(ii) Bibliographical and other information on a wide range of subject areas relevant to ... the College.
(iii) Tutorial advice and assistance in the use of learning materials, via formal teaching in resources courses and library user programmes, or individual consultation in the libraries.(3)

The document went on to outline the aim of the Unit, which was to provide resource support in the form of equipment, materials, tutorial instruction, and technical services. It was felt necessary to centralise these services as far as possible so that they would be freely available to all staff and students, and to ensure their maximum use.

Then a further merger was proposed, necessitating a complete review of the development plans. In September 1983, the College merged with Bath Academy of Art, creating yet another site to be
HISTORY 1981-82

administered. This inevitably affected plans for the development of learning resources within the College, for the Bath Academy had a library but no centralised audiovisual production service.

"... the Academic Board of the new College has made some initial decisions towards the organisation of learning resources. Firstly, it was decided to have an integrated library service offering uniform facilities on each site, rather than separate departmental or faculty libraries, in the interests of efficient use of staff, stock and available space. It was also decided to provide a college-wide Educational Technology service... In view of the rapid development of the use of computers for a wide range of educational purposes, it was also decided to include computers in the college-wide provision, so that the new Learning Resources Unit will consist of three sections: Libraries, Educational Technology and Computers, under the co-ordinating direction of a Head of Learning Resources."(4)

The reasons for associating the three fields of activity included the possibility of the shared use of premises, staff and facilities. There was also a need for Computer provision to be closely linked with the other two services. The Libraries would be using computers for circulation control, cataloguing and information retrieval, and would include computer software in the stock. As Educational Technology was responsible for developing teaching and learning systems, often associated with computer techniques, such a link was also necessary. (5)

Both the first and the present Heads of Learning Resources have had backgrounds in Librarianship.

Full integration of the three services is not possible because of space limitations. Educational Technology and Computing services are geographically adjacent and the staff work closely together.

13.2.

Harrow College of Higher Education 1981. A co-ordinated Centre for Educational Services made up of the Library, Educational Studies and Resources and Recreational Services.

The Centre for Educational Services was established, on the recommendation of the Academic Board, in 1981. It is made up of
HISTORY 1981-82

the College Library, Educational Studies and Resources, and Recreational Services. Each unit operates as a separate unit submitting separate budgets to the Finance and Resources Committee. The Library and Educational Studies and Resources report to the Library and Educational Resources Committee, while Recreational Services reports to the Social and Welfare Committee.

"An Administrator has been appointed for the Centre ... Management responsibility for the Centre for Educational Services rests with the Vice Principal..."

The establishment of the Centre brings together under unified management three important areas of College work which have a common interest in the provision of services for staff and students. Some of their functions already overlapped - as for example in the maintenance of facilities for video cassette replay in both the College Library and the Educational Resources area. Advantages are expected to accrue from rationalisation in such instances, but more especially through the pooling of scarce resources and of ideas. Moreover, such a centrally managed area of work, with major human and material assets, should be able to establish a full and equal partnership in College policy formulation alongside the existing teaching Faculties." (6)

All three heads of service are responsible to the Vice Principal, Resources and Administration who co-ordinates the services, although the present Vice Principal has never been totally happy acting as a Dean or Faculty Head of the combined services.

In 1985 there were moves in response to the most recent CNAA visit that indicated that the Library, Educational Studies and Resources, and Computing should be more closely linked. This is still under discussion, and each section has produced a development plan.

In addition, at the end of 1986, the Director of Educational Studies was given a term's study leave to conduct studies aimed at improving College Services. In his report he puts forward a number of alternatives for future development, all of which include a development of the present co-ordinated service.
Meanwhile, alongside the CES the College is laying the foundations for a Computer Centre. The Manager is directly responsible to the VP (Res. and Admin.) as is also the Safety Adviser and the Student Counsellor. This is all beginning to look what one might regard as the 'Archipelago' model of management: a scatter of small units which are visited from time to time by Zeus with unpredictable consequences.

Nevertheless the College does plan to regroup all the academic services, i.e. the Library, Educational Technology Unit and Computer Centre, in adjacent buildings at ground level and linked by corridors. This will bring them together at the heart of the College Campus, with obvious benefits to users. Operational gains will result from the close proximity of technical staff, who no less than everyone else are being drawn together by IT. At present the Library enjoys technical support by favour of Ed. Resources but as it acquires more equipment, particularly in consequence of automation, regular and reliable servicing will become essential. The Library should enjoy technical support as of right. What this detail, among many others, indicates is that the time is ripe for rationalising the management."

Dr. Ward continued by proposing a number of possible variations to achieve overall management to ensure that the various tasks performed by the services should relate to and complement each other, and to enable all members of staff to see themselves engaged "in the same kind of mission."

A decision on his Report and on the future development of Learning Resources is expected in late 1987.

13.3.

The Audiovisual services, AVATS, began at the same time as the Library in 1970, as part of a separate unit which included staff development and training responsibilities. As an economy measure, this unit was dissolved and AVATS were placed under the control of the Librarian by the Polytechnic Director in 1981. There has not seemed to be a strong case for fully amalgamating the two services. The linking has worked well.
HISTORY 1981-82

As part of the continuing reorganisation of NELP (largely due to budget deficiencies) a recent development has been the centralisation of all departmental audiovisual services and facilities under the Head of AVATS which appears to have proceeded smoothly. Similarly, some former resource areas (e.g. Teacher Training) have been dispersed, with the Library receiving any useful materials.

13.4.

From the beginning of this Polytechnic in 1971, there has been some form of link between the Library and the Educational Technology Services. The Polytechnic was formed from three major institutions, all with libraries but with different attitudes to audiovisual facilities.

"Number one: virtually no centralised service of educational technology; nobody in charge of it; no technicians and if anybody did any reprographic work to assist them in the classroom, the lecturers did it themselves. Nevertheless, there were a few quite enlightened lecturers who had got the message.

Our second (and smaller) site had a very well organised central unit with a man very much in charge of it, and this gave us a very valuable basis on which to build a centralised Polytechnic organisation. The lesson we have learned from this particular experience is a very simple one: if the equipment needed by a lecturer in the classroom cannot be delivered to him at the right time and in good working order, you might as well not have a service at all, and this led us to the very important precept, in organising centrally, that we must install this equipment at the right place and at the right time, and working 100 per cent...

On this site, where we had central provision, the staff had become well accustomed to service, and they did not need any conversion at all to the virtues of educational technology.
In ... the old Borough Polytechnic, we had a well established departmental system with equipment purchased individually by departments from departmental funds maintained, and not as the case may be, by departmental technicians with certain pockets of enthusiasm centred on individual lecturers, but by and large the equipment spending a lot of its time hiding in cupboards jealously guarded, and most of it not very well maintained, and moreover not available to any other departments who might want it, and the lessons we have learned here were the pretty obvious one and the simple ones again: the need for the equipment to be on a central inventory and the need for it to be conveniently situated and to be available for anybody who wanted to use it, and the need for some central control of staff running this service."(8)

The first step was to convert these three systems into one efficient service. The Educational Technology Committee of the Academic Board undertook this responsibility. The first major decision was to appoint an overall manager for the educational technology service. It was further decided that this should be a manager, not a powerful academic; a manager who "would do things and provide service to the individuals that employed him."

In addition a further appointment was seen as necessary, that of of a librarian on the main library staff with responsibility for the more recent audiovisual materials.

"Our aim generally is to provide a centralised service with expertise in all the various media; efficient in terms of both labour and costs; to provide a very simple organisation where everybody knows what the facilities will be, and understandably to have our facilities easily accessible."(9)

Although described as a predominantly print based library in the Questionnaire, between the academic year of 1981/82 until 1984 this was a LINKED library and audiovisual production service under the control of the Head of Learning Resources, who was a Librarian. The linking of the services was a result of the views of the then Director of the Polytechnic. In 1983 the Director initiated moves that lead to the separation of the Educational Technology Services from Library Services, and he created a new post with responsibility for Educational Technology Services. The
reasons for this change appeared to have more to do with personalities than quality of service. The services separated in 1984. Slightly over a year later, the person responsible for Educational Technology Services left and responsibility for this service passed to the Assistant Director, Academic Affairs, who also had responsibility for the Library. A new Director was appointed to the Polytechnic in January 1987, and one of his many tasks is to decide the future structure of these services.(10) At present the Library, Educational Technology Services and Computing Services are the overall responsibility of the Deputy Director, and there is a single Learning Resources Committee for the three services.

Interaction between the Library and the Educational Technology Services is still at a high level, and the Librarian would wish to see these links strengthened still further.

13.5.


The two services were combined in 1982 for economic reasons (budget, staff flexibility), administrative convenience, and because Educational Technology needed a higher profile and representation on committees. The services are moving towards integration, but real integration takes time and staff are conservative. "...amalgamation is a process, not a fact or an event - so in Bedford we are at a point somewhere along the road to a fully integrated library/media service."(11) 

The two services co-operate closely and the Head of Learning Resources has set up a management team for the Service consisting of the Head of Library Services, two tutor librarians, the Head of Educational Technology, and the Senior Lecturer in Educational Technology. The Head of Learning Resources came from a librarianship background and has qualifications in educational technology.
Learning Resources:

"- maintains library collections of books and other materials for loan and reference,
- provides facilities for private study and research on all three main sites,
- provides advice and tuition to staff and students on the effective use of learning resources,
- assists with the design and production of new learning materials and teaching aids,
- provides access to current information on any topic, whether or not related to college work,
- supplies and maintains audiovisual equipment throughout the college, including some items for loan." (12)

Most of the more recent audiovisual materials are kept in separate areas of the libraries, with their playback equipment.

In 1982, The College Director initiated moves to combine the computer facilities which already existed in the School of Science and Maths with Learning Resources for economic and administrative reasons. While the proposals were rejected by the Academic Board, a compromise was reached by setting up an independent Computer Service.

13.6.

Bolton Institute of Higher Education 1982. An integrated Library and Learning Resources Service formed by the amalgamation of the Library, the Audiovisual Production Service and the Educational Development Unit.

The three services combined in 1982, following the last Institutional merger. The department is responsible for the provision of multi-media library services, the production of audiovisual aids and programmes, the teaching of Educational Technology throughout the Institute and the provision of audiovisual hardware. Many of the students taking courses within the Department of Teacher Training follow programmes of education and training in the techniques of audiovisual presentation and production. This entails the Service providing a range of
facilities for staff and students including both studio and portable video equipment, darkrooms and other photographic facilities, a self instructional workshop, an equipment loan service and an audiovisual aid production service.

On both sites the more recent audiovisual materials and the associated playback equipment are incorporated in the main library with the print based collections. Computer software and hardware is also available. The Head of Library and Learning Resources is a Librarian.

In 1985 the Academic Planning Committee recommended that computing services be amalgamated with the Library and Learning Resources. Ultimately it was decided to establish a separate unit, however, Computing and Information Technology Services. There is also a separate central Reprographics Service.

13.7.
Bradford and Ilkley Community College 1982. A co-ordinated service in which the Library/Learning Resources, Central Media Services and the Computer Centre form part of the School of Open Learning.

This College is an amalgamation of six colleges, all of which previously had their own libraries and audiovisual production services. In the rationalisation process, both the Library/Learning Resource Services and the Central Media Services came under the control of the Director of Open Learning. Both services have their own Heads - the Head of the Library/Learning Resources Service is a Head of Department and is the Deputy to the Director of Open Learning. The Head of Central Media Services is a Chief Technician. Both run their own departments but work very closely together, there is no duplication of provision and there is co-operation in joint provision. Both Heads of service report directly to the Director of Open Learning, and are members of the management team for the School of Open Learning.
The Head of the School of Open Learning also acts as Director of Central Academic Support Services, although she does not carry that formal title.

The School of Open Learning is structured as follows:

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<td>Open Learning Workshops</td>
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<td>Multicultural Library/Learning Resources</td>
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<td>Art Study Centre</td>
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On a day to day basis, the Administrative Head of the Library responds directly to the Head of Library/Learning Resources, but is a full member of the senior management team, as are the other Heads of the Administration Services. The Head of the Computer Centre liaises with the Head of Department in charge of Information Technology but is not responsible to him. This complex structure may well be simplified somewhat in the near future, when the two academic teaching departments, Information Technology and the Open Learning Workshops, move into other Schools of the College. There will be no change to the other areas of the School of Open Learning, however.

13.8.

Essex Institute of Higher Education 1982. An integrated School of Information Resources formed by the amalgamation of the Library, the Audiovisual Production Service and the Reprographics Service.

The School of Information Resources was developed in 1982 by the Director of the Institute and the Academic Board. The objectives were to bring together the production, purchasing and
distribution of learning materials and promote co-operation between departments involved in 'grey' areas of overlapping concerns. The Head of the School is a qualified librarian.

The Library division has libraries on three sites, with multimedia collections reflecting the major subjects taught at each site. The Learning Resources Division operates on two sites and assists staff and students in the preparation of learning materials for lectures and seminars.

Each of the three divisions has its own Head, responsible to the Head of the School. The Library Division has more than twenty five staff, the Learning Resources Division has nine, while Reprographics has only three.

In 1986, the Principal examined the benefits of combining computing into the School of Information Resources. It was decided that the resultant school would be too large with 80+ staff, and that the overlap of expertise was not as close as was suspected.

13.9.

The move for linking Audiovisual Services with the Library came from the Academic Board, because there was a lack of co-ordination, duplication of effort, inefficiency and no overall sense of purpose within the audiovisual production service. The Library Committee and the AV Services Committees were combined into the Learning Resources Committee and the Librarian became Head of Learning Resources. There is no separate academic head of the Audiovisual Service, this post being filled by a senior technician, who now reports to the Deputy Head of Learning Resources.
HISTORY 1981-82

In 1982/3 the Academic Board initiated a further move whereby the College Reprographics Service linked with the Library and Audiovisual Service, and thus coming under the control of Head of Learning Resources.

The separate Computer Services is seen as of equal importance to the Learning Resources service and both Heads are on the same grade, that of Principal Lecturer. It is recognised that each requires specific expertise and skills.

COMMENTARY

13.10. LEARNING RESOURCES DEVELOPMENT GROUP

Two comments from the LRDG Bulletin published in 1981 show something of the thinking of some members of that Group.

"Our attitude to former conventional divisions must blur. There is more diversity in information services which should be reflected on our library shelves - computer discs alongside TV recordings, viewdata recorded cassettes alongside traditional reference material. This changing nature of media will draw together librarians and educational technologists until it is almost impossible to continue to distinguish between them." (13)

"Computer assisted learning packages are just as much the proper province of the librarian as learning packages based on old fashioned medias such as audio and video." (14)

In 1982, the LRDG Bulletin published some results of a Survey of Learning Resources Provision, designed to provide the Group with statistics to support its defence of academic standards and facilities. In addition to the statistics collected, it also asked for a general description of the styles of learning resources organisation. These were to be used to compile profiles on the various institutions to be used as a referral service held by the Group Secretary, for the use of colleagues. This would enable members considering various forms of learning resources management to be put into contact with others who already had experience of such an organisational pattern.
The Group found that, in order to obtain all the information they required, the Questionnaire was so long that some 40% of the colleges refused, or failed to complete it.

The information published in the Bulletin included a wide range of statistics covering accommodation and services, average amounts of the various print and other audiovisual materials held, equipment, staffing, and the production of materials. What it did not reveal was the extent of the relationships between the libraries and the audiovisual production services within institutions, although some of this information would have been available from the institutional profiles held by the Group.(15)

13.11. RESOURCE-BASED LEARNING FOR HIGHER AND CONTINUING EDUCATION

In chapter 4 of his book, published in 1982, John Clarke discussed the need for centralisation of resource services. He was aware that in many institutions, services and collections tended to be dispersed and under the control of a variety of different people, a situation still to be found today. (SEE Appendix 9, Survey Results). However, he believed if any institution wished to develop a significant level of resource-based learning:

"then it is advisable to establish an interrelated service headed by one person, preferably an academic since the importance of any item of software is its intellectual content ..."

A service, including print, photography, audio and television production, with perhaps computing and the library services (assuming that the library is a resource centre providing for the retrieval of books and a wide range of non-book materials) for the smaller institutions ... is ... a massive enterprise." (16)
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14.1. 

Formed in 1971, the Centre for Educational Technology was broken up on the retirement of its Director, in 1982/3. The Senate Advisory Committee on Educational Technology then recommended the attachment of a reduced Audiovisual Aids Unit to the Library, where it remained until 1985. It then became a separate section under the general supervision of the University Secretary's office. The AVA Unit provides an off-air recording service, with the recordings being placed in the Library, equipment maintenance, photographic and TV services, but does not undertake extensive television production.

There is a separate Computer Unit in the University.

14.2. 

Prior to 1983, the audiovisual services in the College consisted of a central photographic unit, and an equipment service as well as facilities in various departments. Their effective management and co-ordination had been under consideration for a number of years. There were also a number of small multi-media resources collections in various departments, including Teacher Training and Art and Design.

In 1983, following a CNAA Visitation, the Librarian became increasingly concerned about these unco-ordinated services, and produced a Report on the Development of Learning Resource Provision in the College. After an introduction on the growing
importance of resource based learning and a resume of current trends in the reorganisation of resources in some institutions of higher education, he suggested that the time had arrived for some definite proposals which could lead to a more effective support service to meet the changing needs of the members of the College.

To meet the needs of the teaching staff, he proposed that there should be adequate provision of audiovisual equipment both in teaching areas and in the libraries; technical support for the purchase, maintenance and control of such equipment with advice and assistance in its use; in-house production facilities, including printing, backed up by the appropriate staff; and facilities for the acquisition, storage, and circulation of a wide range of teaching and learning materials. A full listing of materials held throughout the College would be prepared.

In addition, teaching staff should be able to seek advice and assistance on educational methods, audiovisual materials use, course development, the teaching of student study skills, and computer assisted learning.

He believed that there were compelling arguments for the integration of these academic support services with the College Library service:

"a: The increasing use of audiovisual media in classes and by individuals, ... is breaking down boundaries and increasing demands on support services ... The areas of overlap between the library and media services have correspondingly increased and an integrated service would rationalise the existing arrangements and allow for further developments in all areas under discussion.

b: The need for a College-wide learning resources service means that it is sensible to make the maximum use of existing library service points on the various sites, ...

c: It is easier to prevent wasteful duplication if related services are not provided by separate units ...

d: An integrated approach should be able to provide the best possible service from available resources. ... Teaching staff
He believed such an integrated system would require a Head of Learning Resources to direct and co-ordinate. His responsibilities would include developing policy and co-ordinating the different sections to provide a College wide service which remained responsive to users needs.

It would mean changes in the way the present services operated. The libraries would take on the responsibility for media software which would be integrated into Library stock. This would free the technical staff from many duties associated with software, enabling them to concentrate on support and production work.

This would then enable the Media section to offer an improved service. This would be facilitated if media staff and equipment could be housed close to the site libraries in the future.

Such a system could only work if there was co-ordination and interaction between the various arms of the service. Senior staff would have to meet regularly with the Head of Learning Resources to plan and co-ordinate work on particular projects. In the in-house production of materials, staff from each arm would be involved. Subject Advisors would check on what already existed and if nothing suitable was available, would help formulate proposals for in-house production. Media staff would undertake the actual production, while the Educational Development Advisor would be involved in planning and evaluating such programmes.
However, these proposals were not accepted, as the College tended to prefer to continue the tradition of smaller departments, but it did lead to the appointment of an Audiovisual Co-ordinator. He is a member of the teaching staff and still has a small teaching commitment in addition to his audiovisual responsibilities. It has not been possible to set up a central audiovisual production service as facilities are scattered throughout each site, the College is on split sites and space is at a premium.

Co-operation between the Audiovisual Co-ordinator and the Librarian is informal and un-official, but copies of such audiovisual productions as are produced are placed in the Library, and the Audiovisual Co-ordinator does not maintain his own library. Both Library and Audiovisual services, and the Computer Service, now report to the Resources for Learning Committee and all three Heads are responsible to the Deputy Director.

In 1983 the Matlock College of Education was merged with the Derbyshire College, and the site is being closed down. The resources centres built up in the Matlock College are now being transferred to the College Library.

14.3.

Hatfield Polytechnic was formed in 1969, from a single institution, the Hatfield Technical College. It therefore had no amalgamation problems on becoming a polytechnic. Polytechnic management took over the same organisation as the College of Technology had previously developed.

"As each department developed, it used or did not use educational technology according to a number of factors, that is (a) the nature of the disciplines in the department, (b) the availability of technicians, (c) the chance interests of senior staff, that is, heads of departments."
The result is that some departments are well provided for and well organised, others hardly at all. ... However, there is a central audiovisual service for equipment, which has existed for some eight or ten years. ... 

Designation as a polytechnic has seen changes ... There is now much more academic control - by Committee - with the accent on forward planning and budgeting. In 1970 a committee of the academic board produced a report on educational technology. ... 

... a central register of audiovisual equipment was drawn up and made available for everybody. ... In theory everybody could borrow everybody else's equipment. I stress 'in theory'. Secondly, a central catalogue of audiovisual materials should be drawn up. ... Fourthly, an educational technology centre was to be set up. ... Number five: Polytechnic Library to be closely associated especially with materials. (2) 

From this time up to 1986, Media Services was a section of the Centre for Educational Development. When the Polytechnic merged with the Hertfordshire College of Higher Education in 1987, this small Education Department was transferred to what was the Hertfordshire College site, leaving Media Services on its own on the main site. This lead to discussions and considerable support for a merger between Media Services and the Library. Despite representations from the Union and the staff, in 1987 the Directorate proposed to merge Media Services with the Reprographics Service, and to appoint an administrator to run the service. At the end of 1987 a new Polytechnic Director is to be appointed and there is a possibility that the situation may change again.

In 1983, NICEC (National Institute of Careers Education and Counselling) deposited its multi-media collection with the Library, as a result of site closures and the consequent shortage of space coupled with student demand for proper access to these materials. Since then links with CIMTECH (National Centre for Information Media and Technology) have also developed further. The Library has a range of the more recent audiovisual materials shelved on each floor of the library according to their subject, together with the equipment for playback. Microcomputers and software are also available.
The Library and Media Services have both reported to the Educational Services and Library Committee since 1986. There is a separate Computer Centre within the Polytechnic.

14.4.

**Humberside College of Higher Education 1983.** An integrated Library and Learning Resources Service formed by the amalgamation of the Library and the audiovisual production service.

The CNAA Quinquennial Review of the College in 1981 criticised the faculty based learning resources that then existed as lacking in co-ordination and focus. There were also potential problems developing related to a further institutional merger to take place in 1983.

In some Faculties, Business and Humanities, for example, well developed learning resources centres provided audiovisual and print collections and space. Technical support was available for teaching staff who wished to make teaching materials.

Although the progressive aspects of these learning resource developments were recognised, some parts of the College did not even have basic support services. A lack of effective co-ordination between the Faculties and little interaction with the College Libraries concerning learning resources existed. This was seen as both inefficient, unwieldy, and unhelpful to staff and students. Thus in 1983:-

"A new Department, Library and Learning Resources came into being ... with the appointment of a new Head of School. Micro-computing was made the responsibility of Computer Services and all other aspects of Learning Resources centralised. A period of change followed, including the incorporation of the major learning resources centres into libraries. It is fair to say that this process of rationalisation called into question many practices and conventions on both sides. ..."
Merging two academic support services has most obviously benefited students. It has also increased the range of teaching/learning options available to academic staff. The term 'library and learning resources centre' is an awkward one, but it now describes accurately the service points on each of the College sites...

All sites now have integrated collections of print, audiovisual and other materials located close to their playback equipment. All materials are included in a single central catalogue covering all sites and loans between sites are normal practice.

Library and Learning Resources provides technical services and facilities to support current teaching needs. These include the purchasing, maintenance, delivery and operation of audiovisual equipment. Purchasing policy is rationalised to ensure there is no unnecessary duplication or lack of standardisation. The recording of student work, and the copying of legitimate off-air recordings, graphics and audiovisual programme production is also undertaken. Each site is largely self-sufficient in providing basic services and meeting specific local requirements. In each of the Library and Learning Resources Service sites, both technical and library staff are provided and all report to the Site Librarian.

Library and Learning Resources has been involved from the beginning in the development of open and continuing education, and this has made considerable demands on the department's production capability. The possibility of developing income-generating activity is also being explored.

Because of the inability of Learning Resources to fully meet the production demands being made on it, an academic two year post has been created to solve these problems, to develop educational technology in the College, to undertake audiovisual production and to liaise with organisations outside the College.

Originally, micro-computing was part of learning resources provision within the various Faculties. It was made the responsibility of Computer Services in 1983 at the time of the
Library/Learning Resources merger. The Librarian was involved in that decision and saw it as a sensible one. Because of converging technologies, an even closer working relationship with Computer Services is becoming increasingly necessary, especially in regard to interactive-video.

14.5.

Media Services was originally set up as a separate unit in 1976. The move for linking them with the Library came from the Polytechnic Directorate, on the resignation of the last Head of Media Services. The linking was made for economic reasons and the post of Director of Media Services was not refilled. However, not all media services in the Polytechnic come under the Head of Library services as the Faculty of Art and Design still retains its own technicians and facilities. As there is a lack of space within the various site libraries for Media Services technical staff and equipment, in some cases they are accommodated elsewhere.

The Head of Computing wanted to bring about closer co-operation with the Library service in 1983. The difficulties presented by the multi-site nature of the Institution, and the fact that the Librarian and the Head of Computing are responsible to different members of the Directorate have prevented any real change so far. The Institutional will to bring about a merger is not yet strong enough, but it could still happen.

14.6.
**Teesside Polytechnic** 1983. A Multi-media Library service, with audiovisual presentation services under the control of the Librarian.

In 1983 the Directorate decided to rationalise the audiovisual services of the Polytechnic. It was felt that the Library would benefit from having its own technical support staff and that the
HISTORY 1983

collection of video material that had been built up would be more readily accessible if placed in the Library. This was done and the Librarian has the Library Audio/Visual and Television Services under his control.

This service provides a TV Network, which includes the recording of off-air programmes (subject to the usual provisions); the transmission of video programmes to televisions on the main site by cable; transmission of the Library Electronic News Bulletin and the relaying of the Computer Centre Information Channel; videocassette duplication and editing facilities; and film and slide transfer to video. The service is also responsible for the provision of projection facilities and services in the various lecture theatres and in many classrooms. There is also an equipment loan service. (4)

At the same time, audiovisual production was placed under the control of the Educational Development Unit, also formed in 1983. The Library Audio/Visual and Television Service maintains close links with the Educational Development Unit, which is responsible for the production of audiovisual aids and programmes. It maintains a television and a graphics studio. The Educational Development Unit also advises on teaching methods and curriculum development and undertakes staff training courses.

Copies of most of the programmes produced by the Educational Development Unit are placed in the Library.

This is an unusual structure in that audiovisual presentation services are linked to the library, while audiovisual production is separated from presentation and located in an independent unit. The only other similar situation is at the University of Manchester Institute of Science and Technology, (See History 1978), although at UMIST the audiovisual production service is linked to the Library, while audiovisual presentation services are provided at present by the Estates Department.
HISTORY 1983

14.7.

Wolverhampton Polytechnic developed from a College of Technology, and even before its designation as a Polytechnic, the Electrical Engineering Department had developed a watching brief to ensure that audiovisual equipment was standardised throughout the College. When the College achieved Polytechnic status, a member of that department was appointed head of the audiovisual aids unit, and a senior lecturer in education methods was appointed with responsibility for in-service training and teaching method development. The two worked together and the Head of Audiovisual Aids was responsible to the Director of the Polytechnic. Writing about his service in 1972, he stated:-

"We operate as a central unit, and ... we have such a lot of equipment - we have the largest stock of overhead projectors in action in the country at the moment ... . They are out in departments ... and they are maintained there. My essential staff consists of specialists in their own particular fields. The only things we do ourselves are the special presentations in the lecture theatre and film presentation."

(5)

The article makes no mention of co-operation with the Library but over the years co-operation did develop to the extent that in theory copies of all in-house audiovisual productions were and still are placed in the Library. The audiovisual production service continued as a central service until 1986, when a policy decision was taken to decentralise audiovisual production facilities. Responsibility for audiovisual services now rests with the three Faculties of the Polytechnic.

The School of Legal Studies and the Library are co-operating on the joint provision of a learning resources service, and this involves some software production. This development emerged naturally as a result of a perception of need by both departments in 1983. This aspect of the Law Library is continuing to develop,
although funding and staffing issues have not been resolved as yet.

There is a separate Learning Resources Centre in the Faculty of Science and Technology and other small collections in some Faculties and Schools.

**COMMENTARY**

**14.8. LEARNING TECHNOLOGY AND MANAGEMENT POLICY**

In an article written for the British Journal of Educational Technology, K.G. Collier wrote about the problems facing combined library and audiovisual production services, a service he preferred to call a "learning technology" department. He referred to a CET Study, published in 1981, which listed the range of tasks the staff of a combined library and audiovisual production service were likely to undertake. These included:

1. **14.8.1.** The overall direction of a teaching and learning support service.
2. **14.8.2.** The storage and exploitation of a wide range of information materials from books to computer programmes.
3. **14.8.3.** The management of technical services including the provision and maintenance of equipment.
4. **14.8.4.** The production of teaching and learning materials.
5. **14.8.5.** Advice, consultancy and staff development in relation to teaching and teaching skills.
6. **14.8.6.** The provision of courses on learning technology.
7. **14.8.7.** Research into learning technology. (6)

He considered this wide range of duties "remarkable" and felt that they presented the staff of such a service with an almost impossible task. The enormity of this task was compounded by further problems including the shortage of both academic and technical staff in such services, their often inadequate status within the institution, and a lack of adequate working links with
teaching staff. In addition the advisory and consultancy roles they were expected to play were hindered in many cases by inadequate knowledge and experience.

The strategy he recommended to be adopted by such a service to achieve these objectives is equally daunting! These included:

"a concerted effort by all those involved ... in a joint strategy.

... to carry out a systematic rethinking of the structure and functioning of their institution, to have ready to hand a conceptual framework of that functioning within which the LT department has a clear and logical status in the hierarchy commensurate with its role. ...

... to approach senior staff in the departments to act as link-men with the LT organisation...

... to approach senior staff of the institution with a view to redefining the role of the LT organisation." (7)

He concluded that this would involve some services in a change of concern from the many minor jobs normally undertaken by such a service, to an involvement with structure and policy. Such a strategy, he believed, would be the only practical way to eliminate the problems of inadequate status and professional isolationism and of achieving the full potential of the service.

There is no doubt that he was correct in this assumption. Those combined services which are developing their full potential, as is shown in the case studies of Brighton and the Polytechnic of Wales (See Appendices 7 and 8) have progressive management which has taken action in all the areas he recommended.

14.9. NON-BOOK MEDIA IN POLYTECHNIC LIBRARIES

In his comprehensive dissertation on the development and exploitation of the more recent audiovisual materials in Polytechnic Libraries, Paul Capewell believed that, from a purely library viewpoint, the separate audiovisual production service had proved to be a hindrance to the development of the more recent audiovisual materials in libraries.
"...of the departments in any given academic organisation that the Library is likely to have most conflict with, it is the Educational Media Unit (or similar title)." (8)

He found that specific problems can exist between the library and the audiovisual production service. These relate to which department should handle the hardware and which the software. For both departments may have both hardware and software, though in different quantities. The maintenance of library hardware by the audiovisual production service can also produce friction between the services.

He concluded from his research that it was essential for polytechnic libraries to re-establish strong links with such audiovisual production services.

"From a purely library viewpoint, the most successful systems are those which include the educational media provision within the library. ... What does seem clear is that when separate departments do exist it is necessary for strong, close links to be forged, and also boundaries and areas of interest identified. If overlap occurs, then joint promotion and working together is a possible answer. Educational technologists, even more than librarians in academic institutions can be unsure of their role and place, and this can explain how infringement into library areas may occur." (9)

14.10. AUDIOVISUAL MEDIA IN ACADEMIC LIBRARIES

Michael Heery published the preliminary report of a survey conducted on behalf of the LA Audiovisual Group, in the Audiovisual Librarian. This was an attempt to determine the extent to which academic libraries in the UK had involved the more recent audiovisual materials in their work. Section 3 briefly covered the links that exist between libraries and audiovisual production services, and the availability of the in-house produced programmes in the library.
It is not easy to relate his results of 1983 to the findings in this work, as his survey covered the whole of the UK, and no details of individual libraries are given. The Survey connected with this work aims to update these findings and current figures show that there has been an improvement in the location of in-house produced programmes in the library since his survey was published. However, there are still a significant number of academic libraries which do not make available the audiovisual productions created within the institution. He noted:-

"The failure of certain libraries to exploit these audiovisual materials must lessen the chances of students and staff gaining access to them... (10)

He concluded his article with reasons given by Librarians as to why they do not have large collections of the more recent audiovisual materials. Four years have not seen a great change in librarians' beliefs in this area, and the same reasons were encountered in the preparation of this work.

BIBLIOGRAPHY


CHAPTER 15

INSTITUTIONAL DEVELOPMENTS, 1984


The Library and the Computing Services each have their own Heads of Service responsible to the Pro-Rector, Resources, and there are strong links between the services. Since 1984, both report to the Learning Resources Sub-committee, which is a sub-committee of the Resources Committee. Until 1986, audiovisual services had not been fully organised and consisted only of audiovisual technicians providing an equipment support service to the Institution. The most recent CNAA Quinquennial Review recommended that the audiovisual service be properly managed and organised, and as a result a Head of Media Services was appointed in late 1986 to organise the service effectively. The Head of Media Services is also responsible to the Pro-Rector and reports to the Learning Resources Sub-committee.

There was a move to incorporate the Media Services into the Library Service in 1986. While the Librarian is in favour of the Learning Resource Centre concept he did not accept the integration of this service into the Library because of the terms under which the move would have taken place.


Prior to 1984, services in this small College consisted of a predominantly print based Library run by a Librarian and a Non-Book Resources Centre with some limited audiovisual production
facilities, for use by students undertaking teaching practice, and run by an academic Director of Resources. The Resources Centre was only open part time and was looked after by a resources technician, the 'non book' materials being catalogued by a rather 'idiosyncratic' system.

In 1984, the Resources Director initiated successful moves to combine the Library and the Non-Book Resources Centre into a Library and Resources Centre, under his control. The Librarian is now responsible for the cataloguing and classification of all materials regardless of format, although they are still housed separately, books in the Library and the more recent audiovisual formats in the Resources Centre.

The Director of Resources is a member of the academic staff, responsible for the development of all resources, including computing, although computing is situated in and run by the Mathematics Department.

The Library and the Resources occupy the same building and are adjacent to each other, with the library control counter between them. Although the Resource Centre is still manned only part-time by a resources assistant, the Resources Centre is now open during the same periods as the Library and library staff help out when necessary.

15.3. Cranfield Institute of Technology 1984. A predominantly print based library service, incorporating photographic and printing services.

Prior to 1984, apart from the Library, resource services consisted of a Photographic Unit, and a television studio in the Business School. There was also a central Print-shop. There was no audiovisual production service.
In 1984, on the initiative of the Librarian, the print and photographic services came under his control, although they are managed separately from the Library. The Photographic service produces slides and other photographic materials.

15.4.

**Ealing College of Higher Education** 1984. A co-ordinated Learning Resources Service made up of the Library, the Central Audiovisual Aids Service and the computer Centre.

In 1984, the Academic Board initiated moves to combine the various support services with the aim of securing their closer integration. A Head of Learning Resources was appointed in 1984, and she now co-ordinates the work of the three heads of the services.

The Head of Learning Resources has a background in audiovisuals and lecturing, and was previously Head of the Central Audiovisual Aids Service and then Assistant to the Director.

Integration and rationalisation of services is taking place. For example, in 1985, off-air recordings made by the audiovisual production service were placed in the Library for use by staff and students.

In 1984/5 a group of students on the Library and Information Studies Course undertook a project to develop a computerised database of all software held by staff and within departments throughout the College, the database being held in the Library.

15.5.

**Gloucestershire College of Arts and Technology** 1984. An integrated Learning Resources Service formed by the amalgamation of the Library and the Audiovisual Aids Service. The service is known as the Library and Learning Resources Programme Area.
This multi-site College is made up of Teaching Departments and Programme Areas, of which Library and Learning Resources is one, and Computers is another.

CNAA's report following their Institutional Review of the College in 1982, required the College "to submit, by the summer of 1983, a report on its 'plans and policies' for the Library Service. (2)

As a result, the College Librarian recommended that the College develop combined library and audiovisual production services, because of the overlap of materials and equipment, and changes in teaching methods including an increase in student centred learning.

The two services were combined in 1984, and the College Librarian became the Director of Library and Learning Resources. He also has audiovisual and teaching experience.

Considerable changes have taken place since the development of the combined service:-

"Book funding has increased some 30% since 1983 and for the current academic year has been restored to the 1982 level. It is the College's policy that every opportunity shall be taken to increase book funding ... it is now the policy of the College to reduce its courses rather than expenditure on books and teaching materials and equipment.

... proposals are being developed for the phasing of staff improvements from the College's known income ..."(2)

The Director of Library and Learning Resources is responsible for co-ordinating the work of the Programme Area, planning, policy, and representation on committees. The service is divided into two co-ordinated and inter-related groups, one being the Library Service, and the other the Audiovisual Aids Unit, each of which has its own 'head'.
The development of the Programme Area is led by its own Directorate, which consists of the Director, the Audiovisual Aids Officer, the Assistant Audiovisual Aids Officer, the Technical Information Librarian, and the Campus Librarians. They aim to keep all library and related learning resource provision, routines and services under constant review, and to maintain standards and services. In addition they will produce aims and objectives for the future, as well as taking part in the tutorial work of the department.

There is already considerable co-operation between the Library and Learning Resources Programme area and the Computer programming area. Combination is not seen as being useful in the context of this College.

15.6.
Lancashire Polytechnic 1984. A multi-media library service, with some basic audiovisual production facilities.

When the Library opened in 1979, it had its own Photographic, Microfilming and Printing facilities. However, with the establishment of a well-equipped Polytechnic Publications Service, these production facilities were centralised and the Library Technician responsible was transferred to the Publications Service. In view of the size of the Polytechnic, the quantity and quality of the output from the Publications Service, the Librarian considers that such a move was justified. The Library maintains an active off-air video recording service, however.

A Centre for Educational Technology was set up in 1978, and functioned until 1983/4. Such productions that the Centre made were copied and placed in the Library. The Centre was then closed down and the services decentralised, facilities being based in Faculties and Schools. However, as a result of this decentralisation, the provision of audiovisual services is now
extremely uneven in quality and availability and the Librarian is currently chairing a Working Party to investigate the provision of audiovisual services in the Polytechnic.

In addition, the Librarian was asked by the Director in December, 1986, to take responsibility for co-ordinating and developing initiatives in Open Learning and to investigate the resources requirements of such a programme. The outcome of both these initiatives is likely to be more closely co-ordinated learning resource services, with the Library playing a central role.

However, considerable co-ordination already exists in some areas of resource provision. In 1984 the Directorate initiated moves for closer co-ordination between the Library and the Computing Centre and both Heads agreed that such co-ordination is necessary. This has led to the formation of a Services Committee to plan and co-ordinate Library and Computer Centre Services.

15.7.

The Library maintains a range of production facilities, including photocopying, self service binding, slide production, off-air recording for both radio and television, and high speed audio tape copying, and has its own technical staff. The Library provides a wide range of print and the more recent audiovisual materials including slides, videocassettes, films, computer software, and long playing records and cassettes, and the necessary playback equipment. Teletext and viewdata services are also provided.

There is a separate Centre for Educational Technology and Development, which provides an audiovisual production service. Copies of some of the programmes it produces are placed in the Library.
HISTORY 1984

Since 1984 the operation of the Centre for Educational Technology has come under review on more than one occasion, but no substantial change has yet taken place regarding its management.

The Library and the Centre for Educational Technology each have their own committees.

The Computer Centre has recently changed its title to become Computing Services and has decentralised, serving nodes around the Polytechnic, of which the Library is one. There are microcomputers and a teaching laboratory within the Library, and close co-operation between the Library and Computer Services.

15.8.
Ripon and York St John, College of 1984. A co-ordinated Learning Resources Service made up of the Library, Media Services and Computer Services.

This College had a multi-media Library service and a Media Service, both set up following the merger of the constituent colleges in 1975. It is only recently that a full time post of Head of Media was created. Previously the post-holder held a dual role as a teaching member of the Department of Drama, Film and Television as well as Head of Media. Computer development was under the control of the Computer Group, one member of which was nominated by the Principal as being in charge of computer development in the College.

CNAA visited the College in 1984 and commented adversely on resource provision, particularly in relation to the Library service. As a result of their expectation to find some evidence of improvement by January, 1987, moves were initiated by the two heads of the Library and Media Services, and the member of staff in charge of computer development to move closer together to provide a more efficient and cost effective service.
In January 1986, the Working Party appointed by the Resources for Learning Committee to produce a Learning Resources Development plan for the College, submitted its report. The Working Party was chaired by the Librarian.

"It has emerged that many institutions are currently engaged in attempting to construct or re-construct a more accountable framework for resource provision. They, like us, see the exercise as being necessary in order to make the best possible use of dwindling resources, at a time when the spread of new technology, and the growing use of self-access learning and teaching methods have highlighted the importance of resource provision.

... the advent of CNAA gave us the view of a new outside body with a reputation for being especially concerned with the resource framework of an institution. ... Regardless of the opinion of these outside bodies, it is surely our responsibility to create a lively, stimulating, and efficient working and learning environment for staff and students. ...

The management of the Resources Services is seen to reside, ... within the RESPONSIBILITY OF THE HEADS OF LIBRARY AND MEDIA SERVICES, and prospectively, the Head of Computer Services. ... Consideration has been given to any need there might be for a fourth person i.e. a Resources Co-ordinator, who would, in hierarchical terms, be above the present Heads of Service. It is not felt, at this time, that such a fourth person is required.

... the major co-ordinating responsibility ... rests with the RESOURCES FOR LEARNING COMMITTEE. ...

Even a well-developed resource service will have limited impact on the teaching and learning in an institution if a positive policy to put staff in a position, with the necessary motivation and skills, to take full advantage of the service, has not been developed. Enhanced resource services must be matched by appropriate STAFF DEVELOPMENT. (3)

The Report continued with an examination of each of the three services and the problems they faced. The Library saw the need to work closely with the other two services to provide an effective unified resource approach to fulfilling teaching and learning needs. It then recommended that:-
"The College recognises the importance of Computer Services ... by the appointment of a HEAD OF COMPUTER SERVICES, ... This post will then, together with the posts of Head of Library Services and Head of Media Services, facilitate the creation of a unified Learning Resource Service in the institution. ..." (4)

This Report was accepted by the Academic Board in January, 1986. Since then a Head of Computer Services has been appointed and the Library allocation has been increased. The three Heads now work closely together and all loanable materials will soon be available through the Library.

All three Heads report to the Resources for Learning Committee. There is currently much debate within the Institution concerning the need for a single head of learning resources. In the meantime the Principal has unofficially asked the Librarian to assume the role of Co-ordinator of Learning Resources.

15.9.

A CASE STUDY OF THIS SERVICE IS TO BE FOUND IN APPENDIX 4.

Central services in this University consist of the Library, set up in 1862, the Teaching Media Department, set up in 1971, and Computing Services. The Photographic Service set up by the Library, became the basis of the audiovisual production facilities of the Teaching Media Department, and elements of this department are still located in the Library.

The three directors of these services, began a series of discussions in 1984 to optimise the exploitation of technology in areas of overlap. They recommended that a Consultant be appointed to study the role of educational media and information technology in student learning, teaching and research with special reference to the ways in which the Computing Service, the Library and the Department of Teaching Media can combine their functions to
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develop and support future needs. Although the Consultant was not appointed, an Information Services Advisory Group was established in 1986 as a sub-committee of the Policy and Finance Committee, to review the development of information services (Library, the Computing Service, Teaching Media) in the University; and to identify and encourage ways in which these services might be effectively co-ordinated.

A SUMMARY AND ASSESSMENT OF THIS MULTIMEDIA LIBRARY SERVICE

15.9.1. MANAGEMENT

While the Library does not have a written set of aim and objectives, it does have a series of policies affecting various areas of its service which it is trying to achieve.

The Librarian's professional background includes a period as Secretary of the Library Resources Co-ordinating Committee in the University of London, and the concept of co-ordinated services is one to which the Librarian is committed. This background will have been influential in the developments in the co-ordination of academic support services to which he and the other Heads of Service are now committed.

The Librarian is a member of Senate, as is the Head of Computing Services, and both are responsible to the Vice Chancellor. The Head of Teaching Media is responsible to the Dean of the Faculty of Educational Studies. This disparity is due to the historical development of the three services.

The Librarian, unlike the Head of Teaching Media and the Head of Computing Services, also sits on both of the Committees for the other two services. The other two Heads of Service do not have similar cross-representation on each others committees. It is to be hoped that full cross-representation can be achieved in the near future. However, all three Heads of Service, and their Chairmen, now form the recently appointed Information Services Advisory Group, chaired by the Vice-Chancellor.
The University has a policy of centralised Library Services, although a number of un-manned scientific libraries still exist in teaching departments, and the Medical Library is located in the Medical Faculty complex. The Main Library is currently having a major extension completed, which will lead to a more efficient service to users.

Teaching departments and academic support services have always been strongly autonomous, and the Librarian is free to use such money as he receives from the institution as he wishes. Allocations are made to departments for the purchase of materials and although some departments tend to regard this allocation as 'theirs', the Librarian is able to use these funds as necessary.

15.9.2. LINKS WITH STAFF AND STUDENTS

Subject Librarians sit on Faculty Boards, but do not attend departmental meetings. Each department has a Departmental Library Representative who is responsible for channelling materials suggestions and comments about the service to the Library. They meet with the Librarian and Subject Librarians once a year. As always, the effectiveness of these links depends a great deal on the personalities and enthusiasms of the people concerned. These links are not particularly strong and there does seem to be room for development in this area, although at present there are not enough Library staff to deal with individual departments on an effective basis. But this does mean that the Library is not involved in the curriculum development process and this is of concern to the Librarian, because of the implications for library provision.

User orientation and education programmes are organised, and one Faculty now includes a structured user education element in the assessment of the student's course in all departments but one.

A small amount of educational development of teaching staff is carried out by a member of staff of the Teaching Media
Department, including an annual workshop for new staff, to which the Library contributes.

15.9.3. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
Since the early 1970's the Library has had a policy of acquiring the more recent audiovisual materials, although at a modest level at present. The format in which relevant information is published is no longer considered as a criterion for selection.

The methods of teaching and learning remain fairly traditional within the institution. An increasing number of teaching staff are using the more recent audiovisual materials, especially in the field of medicine. A computerised teaching scheme in the History Department is to be transferred to the Library on completion of the new extension so that the students can be close to the relevant information materials on the subject.

The Library believes that it should be the centre for self motivated learning, while the Teaching Media Department's role is to provide technical support and production facilities for both guided learning and self motivated learning. The Library now has an increasing number of computer terminals networked to the Computing Service.

The Librarian is concerned that there has been no survey of students learning needs and preferences in the Library, as he feels that the results of such a survey could lead to a demand for a wider range of the more recent audiovisual materials. He believes that many students come to the Library with a higher awareness and competence with information technology than do the Library staff, but do not, or are unable to voice their opinions. Such a survey needs to be undertaken as soon as is practical.

He is also concerned that some audiovisual formats, such as sound recordings of music, are only purchased by teaching departments for their own students. He believes that these materials are pervasive and of interest to staff and students other than those
studying the subject and should be in the Library. He has withheld from duplicating these facilities for economic reasons. He hopes that the audiovisual facilities openly displayed in the extended library will lead to a far greater use and acceptance of these materials both in the Library and throughout the institution.

A number of staff have already deposited their audiovisual teaching programmes in the Library and these are well used.

There is no central control over the purchase of the more recent audiovisual materials for teaching purposes, hence there is no central record of these materials. This is an area which will need to be examined in order that diminishing funds are used most economically. The Library, the Teaching Media and the Computing Service are already examining the possibility of collaborating over the purchase of, and access to the interactive Domesday Project and similar data bases. These would be located in the Library for self motivated study but accessible to the other departments as required. This forward thinking and the wish to work together in areas of mutual concern is most commendable and is leading to greater co-ordination between the services as well as to better and more convenient services for their users.

15.9.4. IN-HOUSE PRODUCTION
Although the Library has computer specialists on the staff, it has never had an audiovisual specialist. This has been discussed by the staff but so far it has not been felt necessary. The experiences of other major multimedia library services would suggest that the appointment of such a specialist is advantageous to effective development, and the service could well benefit from such an appointment particularly as the new extension will shortly be available.

Southampton is unusual in that its Library Photographic Service developed into the institution's audiovisual production service, but in doing so, ceased to be under the control of the Librarian.
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For in 1971, the Librarian felt that he had not the technical knowledge to manage such a service and it separated from the Library. However the Library remains a heavy user of the Teaching Media Department and many of this department's photographic activities are still carried out within the Library building. The Library is committed to providing photographic facilities within the Library so that library materials do not have to leave the building to be photographed. If they had to be taken to the Teaching Media Department, this would create a problem as library materials are increasingly being used in the production of audiovisual aids.

15.9.5. OTHER CENTRAL SERVICE UNITS

While both the Library and the Computing Service are independent departments with their own Heads of Service on professorial grades, Teaching Media became a department within the Faculty of Educational Studies when it left the Library. The status of this department will have to change if the plans to co-ordinate the three support services more closely are to succeed. Of the three services, Teaching Media is the most vulnerable and a change of status and a greater involvement with the Library and Computing Services could well benefit this service.

Informal co-operation between the three services has always been at a high level and the three Heads of Service meet regularly to discuss areas of mutual concern and as a result, a high level of mutual trust, confidence and support has been built up. In 1984 this led to a realisation that their services were moving closer together, particularly because of the implications of the developing information technologies and a decision that they would work towards closer co-operation in future. In a joint paper, "Computing Service, Department of Teaching Media and University Library: the implications of convergent technology", the three Heads of Service stated:-
"Some present trends of technological development have profound implications for the three major academic service departments ... One of the outstanding features of these implications is that they cannot be readily contained within any or each of the three departments. On the contrary, technology is opening up new areas of academic service into which all three services should legitimately move on the basis of their existing service commitments. But (it should be emphasised) there are no signs that major existing features of the services should be withdrawn or discontinued.

The problems this creates for three departments with entirely separate budgetary and administrative arrangements were brought to the attention of the Budgets and Development Sub-Committee ... The Directors of the three services consider that the University's teaching and research facilities will be seriously disadvantaged in the next few years if this problem of convergent technology is not squarely confronted as a matter of urgency."(5)

The Heads of Service proposed and submitted an "Application to the Project Fund" for the one year appointment of a Consultant to examine the situation and make recommendations.

To the disappointment of the three Heads of Service, the application was not successful and none of them felt that they had the time available, as full time Heads of Service, to undertake the project. However, in a memorandum from the Chairmen of the three services to the Vice Chancellor in October, 1986, they stated that:-

"We are in full agreement that it is vital for the University to consider the operation and development of the three services as related activities. There is a particular need to promote the discussion of long-term objectives and to establish the most appropriate basis for future developments.

We have identified as the central issue ... the place of information in all the activities of the University; the means for generating, collecting, storing and transferring it, and in general making it more readily available for use
in teaching, research and administration. At present its provision is divided between a number of services, yet advances in communications, computing and linked facilities have already introduced a substantial measure of technological convergence affecting it both in form and in method."

They recommended that a newly constituted "Information Services Advisory Group" be set up, whose terms of reference would be to review the development of the three information services and to identify and encourage ways in which they could be co-ordinated effectively.

They emphasised that they did not envisage any immediate changes in the roles of the three Heads of Service, or in the professional specialisations of their services. Although they felt it was premature to consider a common budget for all three services, a consideration both of a common basis for funding, and whether there would be any advantages in the appointment of a co-ordinator of these services, should be made.

The Vice Chancellor agreed with these recommendations and the advisory committee was set up, as a sub-committee of the Policy and Finance Committee, with a core membership of the three Heads of Service, the three Chairmen of their committees, and chaired by the Vice Chancellor. The Committee began meeting at the end of 1986 and discussions are still in progress. Meanwhile the informal co-operation between the services continues to develop.

15.10.

The linking of the services came about as the result of a Polytechnic Management decision to simplify the administrative control of Educational Technology services, by placing them under the control of the Head of Library Services.
Following amalgamation with Avery Hill College it became clear that the link between audiovisual production services and teaching was the crucial factor, especially on this single Education Faculty campus; as a result the two single faculty campuses now run their own audiovisual production services. However, the Education Technology Services at the main campus in Woolwich, which has three Faculties, are still under the control of the Librarian.

There have been no moves towards combining this service with Computing.

15.11.

The Learning Services were created firstly in 1984 with the combination of the Library and the Computer Services. In 1985 the Service was enlarged by the addition of the Media Development Services Department, created in January 1985 from what previously had been an Audiovisual Aids Unit responsible for the provision and presentation of audiovisual materials. These changes were brought about by the Principal of the Institute, acting through the recently designated Assistant Principal (Resources).

Previous to this, in 1983, and as the result of pressure from CNAA, a proposal had been made for the integration of these services, but was rejected on the grounds that no one person could have experience in all three areas (libraries, media development and computer services). It was decided, instead, to form a Co-ordinating Committee for Learning Services. Following the combination of the services in 1984 this has now been renamed the Learning Services Management Committee.
The Co-ordinator of Learning Services background was as a Lecturer in English Literature, later Dean of the Faculty of Education and now Co-ordinator.

In his introduction to the brochure on Learning Services, the Assistant Principal (Resources) welcomes students with these words:

"It is our role in the Integrated Learning Services to encourage your active involvement with learning. ...

We want you to read our books, see our videos and try out our computer programs. Some learning activities will require you to do all three, and if this is the case we hope that you will use the Integrated Learning Areas we have established on each campus.

The technology of learning advances each year. The Library remains at the heart of a learning establishment but it now uses computers in the acquisition of stock and in the search for publications. The Computer Centre spawns more terminal rooms and micro laboratories each year, where you can acquire a range of learning skills from data retrieval to word-processing. The Media Development Services lives up to its name in developing new learning materials for you to use - and to make." (6)

In 1985 the Assistant Principal (Resources), on behalf of the Learning Services Management Committee initiated moves to integrate departmental collections, some of which were of substantial size, into Learning Services to improve access to the materials. Some departments have now handed over their materials. The Music Resources Centre materials are to be taken over when suitable accommodation is available in the Library.
15.12. NONBOOK MATERIALS AND THE STUDENT.

In preparing a chapter for "Student reading needs", published by the Library Association in 1985, Helen Harrison, Media Librarian of the Open University reinforced Paul Capewell's and Micheal Heery's conclusions of 1983. She stated that there has often been an uneasy relationship between the audiovisual production service and the library in academic institutions and that the effects of this were coming to the surface as institutional funds diminished and some audiovisual production services were forced to close down. Even where good relationships existed, it was difficult to discover how much of the material the audiovisual production service had created was being deposited in the library and how much went only to the teacher who had been responsible for its creation, thus becoming unavailable to other users.

She believed that students were often poorly served by academic libraries which were out of touch with present day requirements. As academic institutions became more involved with the developing information technologies, the library had to become more of a resource centre at all levels. Development opportunities for academic libraries in a time of economic stress lay in co-operation and collaboration with other related services and colleagues, leading to the amalgamation of relevant departments to centralise resources. As libraries rationalise their services and procedures they should also be looking for related activities within the institution and it is a logical development for libraries to become involved with the provision of all types of information, regardless of format. Librarians, educational technologists and academic staff all had a part to play in information provision, and a mutual understanding of each others roles would produce greater efficiency. (8)
15.13. LIBRARY AND INFORMATION SERVICES COUNCIL

Despite an increasing recognition within the profession for the acceptance of the more recent audiovisual materials in libraries, the need for closer co-operation with audiovisual production services, and the need for these areas to be incorporated into the curriculum by the Schools of Librarianship expressed by many writers, a most extraordinary document was produced by LISC in 1984. In it, it stated:

"More variety and more specialisation of provision, at a time when staff and money are scarce, run the risk that certain specialities, e.g. those not in great demand, may be dropped by all or the vast majority of institutions [the Library Schools]. ... We think it important for co-operation between institutions to ensure adequate provision of all specialities - including peripheral subjects such as archives ... and the handling of audiovisual material." (9)

In his Comments to LISC, Donald Mason, Acting Principal of the College of Librarianship, stated:

"Paragraph 34 includes amongst peripheral subjects ... 'audiovisual material' which, as part of 'information technology' is anything but peripheral." (10)

In an article written later the same year, it was suggested that if such an important body still considered the handling of audiovisual materials peripheral to librarianship in 1984, it had not taken cognizance of developments in librarianship either at home or abroad. (11)

15.14. DEVELOPMENTS ABROAD

Developments paralleling the increasing numbers of libraries and audiovisual production services coming together in some form in the United Kingdom, were also taking place abroad. In 1983, the University of Wisconsin-Stout Library Learning Centre was presented with the 'Library of the Year Award'. In 1970, the library and the audiovisual departments were "administratively realigned under an 'umbrella' organisation called Learning..."
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Resources" and a Dean of Learning Resources was appointed. By 1984 Learning Resources included most of the academic support services within the university, including those of the library, the audiovisual production service and the computer service. This is but one of many 'combined'services that are developing in the United States.

During the same year, three university libraries in Bangkok were visited, all of which had either some form of linked library and audiovisual production service, or audiovisual production facilities within the library itself. It was the situation in one of the linked services, where the head of audiovisual production was attempting to break away from the library as he wanted greater status within the institution, which first prompted the writer to undertake this research.

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4. Report by the Working Party ... Ibid.


On the early retirement of the Acting Head of Educational Development Services, the Polytechnic Directorate decided to administratively link the service to the Library. The Librarian's title was then changed to Head of Library and Educational Development Services. The services still operate as separate services, but responsible to the same Head, although there is liaison between them. It is felt that it would be too politically sensitive to try to integrate the services at this stage.

The Library maintains a wide range of print and the more recent audiovisual materials, the latter being shelved in classified order in separate sequences according to physical format near to the appropriate playback equipment.

Permissable off-air recordings are booked through the Media Librarian, who arranges for the Educational Development Service to make the recording and who then passes the tape back to the Library for use. All libraries have individual playback facilities while the Educational Development Service provides group viewing facilities. Videocassettes have to be borrowed from the Library for group viewings. Some of the site Libraries had computer terminals linked to the Polytechnic's computing facilities.

The Educational Development Service has three main functions. It loans audiovisual equipment to supplement departmental equipment and will provide operators if necessary or train the users. It undertakes the production and design of teaching and learning
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materials, which it divides into two categories - basic, being those which require a minimum of design work, including slide production and copying, audio cassette duplication and off-air recordings, and complex which include booklets, learning packages, tape slide and video programmes. The Service also works with staff and students to promote the development of effective teaching and learning methods. To do this it has produced a range of materials to help students to learn more effectively, it organises short courses both on teaching methods and on the use of equipment and audiovisual aid and programme production.

16.2.
University of Nottingham 1985. A predominantly print based Library Service.

While there is no central audiovisual production service in the University, some Faculties and departments, including the Engineering Faculty and the Medical School, maintain their own audiovisual production services. The Library also maintains the Library Photographic and Printing Unit which, while its first aim is to provide services for the Library, does undertake photographic, microfilming, photocopying and offset litho work for members of the University.

The University has an Educational Technology Committee on which the Library is represented. In 1985, this Committee proposed that there should be more outlets in the University for audiovisual materials and recommended that the Library should be such an outlet. The result was that there are now video playback facilities in the Library and in a library seminar room, the equipment being purchased and supplied by the Committee. These facilities have proved to be popular and the Library is currently increasing its stock of videocassettes.

The Audiovisual Media Section had suffered a severe reduction in size following major cutbacks in the University in 1981. When the Director of the Audiovisual Media Service retired, University management felt that the service would be best placed under the control of the Librarian, and this was done in 1985. In a reply to the Vice-Chancellor in September, 1985, the Librarian stated:

"1. The Audiovisual Media section, despite its small size, has complex problems ...  
2. My early impression is that a good deal of rationalisation has to take place:  
   - between AVMS and other areas of the University, particularly the Library, ...  
   - within AVMS, particularly relating to known staffing problems.  

It seems likely that this process will result in substantial pruning, and it is not yet known whether such pruning would result in the plant dying off completely or blossoming. It will depend upon methods, timescale, etc.  

My hope is, that after a couple of years, we shall have a smaller, more specialised service, with an indispensable role, a high quality of service, and credibility within the University community. If that happens, my expectation would be that the service might subsequently develop into something bigger and better. If not, it might continue to operate its reduced service with its reduced staff."(1)  

The Librarian is now rationalising 'library' functions (storage, organisation, circulation, previewing, group viewing, etc.) of software. Production will remain separate, under the Librarian's direction.

Early in 1987, the University considered the possibility of converging the Library and Media with Computing, with
co-ordination by a Pro-Vice Chancellor. However, it was decided not to proceed with this merger. Since that decision the Director of Computing has resigned and the question had to be faced again. The senior management of the University were concerned to resolve this situation and although a final decision had not been reached by the end of August, 1987:-

It seems highly likely that the two services will merge as an Academic Services Section with the Librarian ... becoming Director ..."(2)

This would mean that Salford would be the first of the Universities in England and Wales to have a combined Library, Audiovisual and Computer Service.

16.4.

With the impending retirement of the Head of Education Services, the need to make further cut-backs in expenditure, and after discussions with the Librarian, the Polytechnic management decided to merge the two services. The Librarian, now retitled Head of Library and Learning Resources Centre, in a report written in January, 1985, proposed an interim structure for library and learning resource service, which would form the basis for the integration of a wide range of support services.

These would provide a consistent level of general service on all sites, while enabling "certain specialised and expensive services, e.g. T.V. and Video production" located on one site only, to form part of this comprehensive service. They would provide an economic and flexible approach to maximising the use of equipment and other resources.

Because of reductions in staff/student ratios, there would be an increasing need for individualised learning materials. These
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would require input from a wide range of sources, involving close co-operation between different types of expertise, "a large proportion of which should be made available in an integrated Learning Resources Centre".

The location of terminals to the main frame computer and micro-computers on open access in the various site libraries would ensure their availability over longer periods as well as improving their security.

To make these systems work effectively,:

"1. The existing Library mechanisms for policy making ... will need to be revised and/or modified to incorporate representation from Education Services staff at different levels.

2. Working relationships will need to be identified and established where necessary and job descriptions revised as required. ...

3. The mechanism for resource allocation across the Department as a whole will need to be examined in conjunction with Polytechnic management. ...

4. Liaison channels between the Library and Education Services will need to be developed at different levels. ...

5. Above all a team approach needs to be established so as to ensure that the available resources and expertise in this area are fully and effectively integrated into the Academic process ... Only this way can such resources be fully exploited and made responsive to the needs of staff and students throughout the institution." (3)

The two services formally merged on 1 September, 1985, following a decision by the Academic Board, and a series of meetings with the Unions and other parties concerned. In October, the Head of Library and Learning Resources proposed that Library publications and publicity generally should include Education Services and the range of services available along with the names of staff. Staff training and development should also be increased to include an awareness of all aspects of the service. An investigation should be made of a number of central issues affecting these support services. These included accommodation; the need for a more
effective grouping of related services, for instance photography, graphics and publicity; and budgeting for the combined service. (4)

In the meantime the Head of Library and Learning Resources had begun to familiarise himself with the services and problems of Educational Services, and to get to know the staff.

For the first year of operation, separate budgets for each arm of the service were submitted, although a combined budget would be submitted in future. In April 1986, the Head of Library and Learning Resources prepared a progress report which showed that wherever possible physical integration of audiovisual staff and facilities into the libraries had taken place. The graphics section had been relocated, but because of size the video and photography sections could not be located within a Library.

Working relationships and job descriptions had been modified, as had the policy making groups, to reflect the developments in the service. A Video Resources Advisory Group had been set up to advise on policy issues ranging from staffing requirements to problems associated with costings.

"Future development

At the present time the Head of Department in conjunction with a number of other staff are engaged in discussions concerning the following:

- a longer term staff structure which is best suited to multi-site operation.
- the function of full cost activities within the Library and Learning Resources area.
- the best use of available resources given the changing needs of the Polytechnic and the constraints which all services have to contend with." (5)

In 1986 discussion commenced concerning the possibility of further integrating of learning resources by merging other departmental resource collections into Library and Learning Resources.
16.5. INFORMATION TECHNOLOGY DEVELOPMENT UNITS

In a statement published by the Further Education Unit, and addressed to Principals of Further and Higher Education Establishments, Richard Ennals and Arthur Cotterell discussed the implications of fifth-generation computers for further education.

Following on from the 1982 ALVEY Committee Report on Advanced Information Technology, the authors dealt in particular with the potential of expert systems.

Of particular interest to this work are the following comments:

"Electronic reference sources will take over some of the current roles of the books in the college library, and may enable students to pursue their studies in greater depth....

The computer will lead to more flexibility in educational technology and the result will be a system more responsive to the needs of the individual. ..." (6)

The authors then make a recommendation that, if accepted, could lead to the initiation of yet another central service unit, separate from those that already exist in the institution and which could, and in some circumstances would, lead to a further diminution of the role of the library, the audiovisual production service, the educational development unit, the computer service, and some of the teaching staff. They recommended the setting up of an Information Technology Development Unit within the institution, to be the focus of a number of interrelated activities in staff development. This unit would be responsible for developing and teaching core courses or modules to be incorporated into existing courses for students, on advanced information technology and expert systems. The unit would introduce artificial intelligence to teachers and collaborate with subject specialist teachers to enable them to introduce aspects of advanced information technology into their own courses.
It was suggested that the unit would require computer hardware, similar to that in an existing computer service, but that it should not be associated with a teaching department or computing.

It is a sad reflection on the inflexibility of educational institutions that when developments in technology take place, the immediate response is to create a new service unit to deal with it, rather than to examine the existing situation and develop it.

The creation of such an Information Technology Unit would have specific implications for the roles of existing computer services including those which are now part of learning resources services. The implication would seem to be that the computer unit should not develop from information technology to advanced information technology, in the same way that the library should not develop from print to the more recent audiovisual materials and from there to their production. It would seem to deny the logic behind natural, logical developments in the technology being reflected in natural, logical developments in central support services set up to deal with the technology. It would also suggest, and one of the conclusions of this thesis must be, that some practitioners do not accept natural development as part of their responsibilities, for a variety of reasons.

16.6. USE OF THE MORE RECENT AUDIOVISUAL MATERIALS IN LIBRARIES
The amount of use of the more recent audiovisual materials varies greatly from one library to another depending upon a number of factors. Paul Capewell in his dissertation Non-book media in polytechnic libraries (See History 1983) also made a number of recommendations that would result in a greater use of these materials. Many librarians deny the importance of these materials because they do not see them receiving heavy use in their libraries, although the reasons for this limited use usually relates directly to their failure to exploit these materials properly. In a recent project from a librarian in Singapore came some remarkable statistics that suggest that if these materials
are properly exploited, then the use made of them, pro rata, can be higher than that of the bookstock. This confirms the results of the survey undertaken in Brighton Polytechnic. (See Appendix 7.)

In the Ngee Ann Polytechnic in Singapore, a comparison of the statistics of use of the open access book and the more recent audiovisual materials revealed that in June 1985:

Books (normal collection 50,000) received 5789 loans
AV Materials (20,000) received 3916 loans.

In November 1985:

Books (normal collection 50,000) received 7336 loans
AV materials (20,000) received 3154 loans. (7)

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Following CNAA criticism of long standing staffing problems in its Computer Centre, in 1985 the College employed an external Consultant to examine and make recommendations on the staffing there. While the Consultant rejected the idea of a merger of all academic services into one department, one of his recommendations was that executive authority for all College academic services should become the responsibility of a senior individual, possibly at Assistant Principal level, who should control the day to day running of the three academic support services, these being the Computer Centre, the Library and the Audiovisual Unit. This recommendation was based on his view that Information Technology was bringing about a convergence of the various service activities. This view is similar to that expressed at Southampton University two years previously. (See History 1984).

Some of his recommendations were disputed by the Heads of the services involved. In his response to the Consultant's report, the Librarian stated his belief that it would be virtually impossible to find one person who had the necessary expertise and experience to control the daily work of the three services. Such a person would have to rely upon the advice of his sectional heads and would have to delegate extensively. "A new and expensive tier of management would be created with organisational authority, but no real authority".

"...I suspect, however, that [the Consultant] may actually have had in mind a less operationally active and a more co-ordinating post. It is not clear, but this is the only interpretation which can reconcile his recommended new high level post with the suggestion, elsewhere in the report,
that the Head of Computing Services (and the other section heads?) should have direct access to the main policy-making bodies in the College. He cites the increasing convergence of activities as the reason for his recommendation, but I suggest that he misunderstands or exaggerates the extent and, more fundamentally, the nature of this convergence. ... An examination of the detailed roles and functions of the three services ... would have highlighted their quite distinct purposes and activities and would have emphasised the essential point ... that convergence takes place principally in the use of IT by each service and not in the overall purpose of the service itself."(1)

IT was increasingly being used by the Library to improve its services. The Librarian (and his staff) relied upon the Computer Centre and the Audiovisual Unit for some support and therefore he was concerned that these should both be effective services. In his opinion, however, the inter-relationship between them does not require "an organisational linkage which is any closer than that between the Computer Centre and a teaching department."

He saw some point to having a common co-ordinator if:-

17.1.1. the three Heads of Service were "constantly at loggerheads";

17.1.2. their committees believed there was overlap between the services;

17.1.3. the Consultant had shown that the present management structure worked against the most efficient delivery of services to the members of the College;

17.1.4. or that the developments and benefits to be gained from the use of new information technology could only be achieved if such a co-ordinating appointment were to take place.
However, none of these situations existed. Co-operation and consultation took place between the heads of services, and their advisory committees (on which there was complete cross-representation) acted as a co-ordinating factor. Thus a further senior appointment would not seem to be necessary.

Following a second review of organisation of the Computer Centre in December, 1985, and because of an earlier than expected CNAA visitation in February 1986, the then Principal decided to recommend to the Governors that an Assistant Principal (Information Technology) be appointed, with special responsibility for IT and amongst whose responsibilities would be the co-ordination of all information services in the College. The person appointed would also be expected to relieve pressure on the Vice Principal as there was also a strong case for strengthening the central directorate.

The post was agreed, established and advertised in May 1986. The details of the post sent to applicants, included:-

"The rapid growth of Information Technology as an aspect of the work of all academic departments and in the operation of College Administration calls for a new senior appointment, enabling the Head of Computing Services to concentrate on the day to day management of the service provided by the Computer Centre, for which he will be responsible to the new Assistant Principal (Information Technology).

The Assistant Principal will also undertake responsibility for the co-ordination of the other academic services of the College, namely, the Library, the Audiovisual Unit and Staff Development. ...

Specific Duties of the Post

1. To establish and promote the policy for integrated Information Technology throughout the College.

2. To recommend to the Principal an appropriate organisation structure for the service."
3. To be responsible for planning and providing an Information Technology service to meet present and future needs of the College. ...

5. To take over from the Vice-Principal responsibility for co-ordinating the work of the Computer Service, the Library, the Audiovisual Unit and the Staff Development Service, the Heads of which will in future report to the Assistant Principal. "...

No appointment was made from the candidates shortlisted as it was felt that there was no-one suitable who could carry out the full range of duties. The post was re-advertised in Autumn, 1986. However, in September 1986, a new Principal took up his post and a decision was made at the end of October not to proceed with the appointment until the future role of the College was settled, and for reasons of finance.

17.2.


Audiovisual production facilities exist within the Department of Radio, Film and TV, and equipment provision for the College is provided by an audiovisual aids technician. Some in-house productions are copied and placed within the Library.

Many of the teaching departments have their own resources collections separate from the Library, and in 1986 a study to investigate the possibility of creating a computer network between the library and these other resource collections was set up and is still ongoing.

17.3.


Exeter University has a large, separate collection of the more recent audiovisual materials as part of the main library.
"No one bothered to tell me about the ... AV collection during my last visit - it was housed away from the library then. ... Perhaps the most remarkable discovery I made on this trip was the extensive AV collection, hidden away in the basement. It was started originally to support teaching American Studies. Because of this the sound recordings concentrate mainly on American music. There is a collection also of 110,000 slides covering art, architecture, illustrated manuscripts and some special categories (e.g. theatre, photography, geography). ..." (3)

The Library also maintains a Photographic Service responsible for a wide range of photographic production including microfilming, and for overhead transparency production. This service is available to staff and students of the University.

When the Director of the Teaching Services Centre resigned in 1986, it was suggested that the Centre be disbanded and its services and facilities decentralised within Faculties. As a result of this suggestion, a Working Party which had been set up in 1986 to review library resources to ensure their more efficient use, recommended that the Graphics Section of the Teaching Services Centre should amalgamate with the Library. This recommendation is still under discussion.

17.4.

It is perhaps somewhat ironic that the University Library named after Sir Brynmor Jones has developed as a multi-media library, when the Report he chaired in 1965 made no mention of this function of a university library. Indeed, the Report recommended that the audiovisual production service should set up its own multi-media library separate from the University Library. While the Audiovisual Centre, which incorporates the audiovisual production service, at Hull University is a separate department from the Brynmor Jones Library, it does not maintain its own
library of the more recent audiovisual materials, indeed some of its productions are included in the stock of the Library.

The Library has a wide collection of the more recent audiovisual materials, most of which are included in the Library catalogues. The materials themselves are shelved in closed access and are available for use by students in the Library only, although staff may borrow most items. Some equipment is on open access in the browsing area near the Short Loan Collection, where some of the audiovisual materials are kept, and some is available in Carrels. There is also a long playing record and audio-cassette lending collection of over 3,000 items open for two hours a day and for the use of which a small charge is made, whether the sounds are listened to in the Library or borrowed. In the Poetry Room a further collection of spoken word recordings is available. There is also a large collection of slides.

The University Photographic and Copying Service is provided by the Library and is situated therein. It can deal with most kinds of still photography and photocopying. It is responsible for the day to day maintenance of the photocopying machines and the microform reader printers.

In addition to the multi-media collections in the Library, there are resource collections in the Language Teaching Centre, the Computer Centre and in some academic departments.

There are currently discussions concerning the creation of a Resources Centre for the Department of Educational Studies. The involvement of the Library in this development is as yet undecided.

17.5.
Leeds Polytechnic 1986. An integrated Library and Learning Resources unit formed by the amalgamation of the Library and the Educational Technology Unit.

Leeds Polytechnic was designated in January, 1970, when four Leeds Colleges of further education were merged. The twenty teaching departments created were supported by two major central
service units, both with full departmental status, the Library and the Educational Technology Unit. The aim of the Principal in setting up the Educational Technology Unit was:

"... to bring together equipment, skills, and professional services in all the relevant fields: audiovisual aids; programmed learning; teaching machines; specialised reprographic services; closed circuit television, and so on.

... The next task was to find out what the academic staff hoped for and needed, and also to discover what audiovisual facilities already existed,...

It was evident from the start that the thing much in demand was an off-air recording service for broadcast materials...

An early decision also was that the educational technology unit and the library would work in close co-operation. It was agreed that videotapes and audiotapes produced by the educational technology unit should be stored, catalogued and issued by the library, like books, and the library assistant would log the numbers of tapes when issued.

Playback facilities were also installed in the library, so that lecturers might select material before taking it out to use with a class. It is now hoped to extend the library service to cover film, tape-slide and other audiovisual learning materials, and a special post has recently been created on the library staff to take charge of this equipment. ..."(4)

Co-operation between the Educational Technology Unit and the Library was to continue and develop. For in 1986, on the instigation of the Polytechnic Librarian, the Educational Technology Unit merged with the Library to create the Library and Learning Resources service, with the Librarian as Head of Library and Learning Resources. His aim was to broaden the function of the Library beyond a book based service. Educational development, however, is not included in the combined service and remains in a separate Unit.

Thus the Polytechnic's Library and Learning Resources unit is now made up of the Library, Media Services and the Reprographic Unit. The service operates on three sites, and has a large collection of the more recent audiovisual formats including a slide
HISTORY - 1986

collection of over 126,000 items. The Media Service Unit provides audiovisual support for the teaching and learning programmes by the provision of a wide range of audiovisual production staff and facilities, an off-air recording service, a loans service of equipment, centralised audiovisual equipment purchasing and maintenance, a consultancy service and training courses in television production and the use of audiovisual equipment.

Also in 1986 the Assistant Director, Resources initiated moves for co-ordination between Library and Learning Resources and the Computer Unit. The result was the creation of a Learning Resources Committee to co-ordinate these resource services.

17.6.

A CASE STUDY OF THIS LINKED SERVICE IS TO BE FOUND IN APPENDIX 6.

Following the retirement of the previous Institute Librarian, the Rector investigated the possibility of setting up a Learning Resources Service combining the Library and the Resources Centre, both of which had been previously the responsibility of the Institute Librarian, and the Audiovisual Services which were under the control of a Lecturer in the Faculty of Educational Studies. As a result of his investigations, the Rector appointed a Director of Learning Resources to bring together and manage these services in 1986.

As the Learning Resources Service is still in its early days, the Director of Learning Resources still organises the service as a linked service, each of the three arms being managed separately.

The Senior Management of the Institute and the Director of Learning Resources are concerned that there should be co-ordination or amalgamation of all the separate resource
HISTORY - 1986

collections in the Institute to ensure the most efficient and maximum use of resources and to maximise spending power. Discussions are still in progress.

A SUMMARY AND ASSESSMENT OF THIS LINKED SERVICE.

17.6.1. MANAGEMENT
The Director of Learning Resources first and major task is to create a Learning Resources Service from a variety of institute support services. These consisted of two separate and traditional predominantly print-based college libraries (although library staff are able to work in both interchangeably), a Resources Centre with both production facilities for students and a multimedia collection of materials and under the day to day control of a 'technician' who, although responsible to the Librarian, had been left to her own devices, and an audiovisual production service which was then under the control of a member of the teaching staff.

Initially, he faced a considerable degree of concern from the staffs of the Resource Centre and the Audiovisual Services as to their future roles within the combined service, and an understandable reluctance from the member of the teaching staff to come to terms with a 'take-over' of his service, particularly as his position within the new service had not been made clear.

To deal with this situation, the Director of Learning Resources decided to treat the three services as administratively linked services under his control, initially, rather than attempt any immediate integration of services. This gave him the opportunity to undertake the necessary task of increasing the effectiveness of the the three services, especially the Resources Centre and the Audiovisual Services as he felt it was necessary to bring them up to the same level as the Library Service. By improving their services, he hoped to gain the confidence of their staff and give them time to become accustomed to their being part of a learning resources service. When this is achieved, he then intends to begin to integrate services over a period of time.
HISTORY - 1986

To date he has made considerable improvements to all the services. The Library now has a system of subject librarians, a rationalisation of the book stocks and a significant reduction in the amount of time spent in cataloguing and classification. A user education programme has been inaugurated.

The Resources Centre now has improved staffing, and an involvement by the Director of Learning Resources in its day to day running, unlike his predecessor. Plans are being drawn up for the more recent audiovisual materials to be transferred into the library in the near future, leaving the Resources Centre more time to deal more effectively with the production needs of student teachers. Consultation with the Technician in charge over the preparation of estimates for the Centre has taken place for the first time since the Centre came under the control of the Institute Librarian.

An involvement with the Audiovisual Services has also led to improvements. The technical staff now have strong senior academic support, and the equipment supply service has been improved. The lecturer previously in charge of the service has virtually returned to full time teaching, although he still requires considerable backup from the service as a teacher.

Already these changes have had an effect in the Institute, and the Director of Learning Resources is increasingly involved in all aspects of resource provision with his academic colleagues.

Although the aim and objectives of the newly formed service have not been formalised, a three year development plan is being drawn up. Integration of the various arms of the service will be one of the objectives. Indeed the Director would like to go further and work towards the integration of other support services, including computer and reprographics services.
As the level of staffing within the service is low, the Director has to remain involved in the day to day running of all three arms. He feels it is important, however, that his work should be primarily involved with management, development and politics.

The status of the Director within the Institute is such that he is able to exercise considerable authority. He is a member of the Academic Board, the Computer User Group and chairs the Library and Learning Resources Committee. The Institute is departmentally orientated and the Heads of Department have always exercised considerable powers. Initially he was responsible directly to the Rector, but since the two Principals of the constituent colleges were given institute wide responsibilities in 1986, he is now responsible to the Pro-Rector, Resources.

A senior management team for the service is being developed. During 1986, The Director felt that it was too early to have regular meetings of all the senior staff, although irregular meetings did take place. However, at the beginning of 1987 monthly meetings of senior Library and Resource Centre staff commenced. The Senior Audiovisual Technician is still reluctant to join the senior management team of the service at this stage, so the Director now has a termly meeting of all Audiovisual Services staff. He is hopeful that the Senior Technician will soon accept that he has something to contribute to the service as a whole.

17.6.2. LINKS WITH STAFF AND STUDENTS
The Director felt it was necessary that in parallel with the development of a learning resource service, there should be an increased awareness of the service and its potential amongst the academic staff and students. The Director takes every opportunity to publicise the service throughout the Institute, and to discuss with his own and academic staff the perceived roles of the service. User education programmes were also designed with this in mind and have already increased student use of the service.
For the first time, formal links with teaching staff have been set up. Each department has a Library Representative who sits on the Library and Learning Resources Committee and acts as a channel of communication. Subject librarians usually have responsibility for up to three departments each, as there are so few of them, and they work particularly closely with the Library Representative. As yet they do not attend departmental meetings, although the Director is invited when matters of concern are to be discussed. He hopes to develop stronger links with departments in the near future, as departments become accustomed to the idea, for there were no such links prior to his appointment. It is intended that as the service becomes more integrated, that the Subject Librarian will represent all the arms of the service.

17.6.3. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
The Library and Learning Resources Service will shortly develop an integrated multi-media resource collection. The materials in the Resources Centre will be added to the print materials in the Library to form the foundation of this collection. This collection has remained separate from the Library since the late 1960's, when it was formed in one of the constituent colleges, although they came under the administrative control of the Institute Librarian in 1980.

Until recently all the more recent audiovisual materials acquired for the Centre were recommended by teaching staff, unlike the bookstock which was selected partly by recommendation and partly by the Library staff. The Director has now given the Resource Centre staff a decision making element in stock selection. Although many teaching staff still see the Resources Centre as the home for the more recent audiovisual materials, it is the Director's intention to begin to acquire hardware for the Library and to begin to transfer these materials to the Library in 1988. Computer software will be made available at the same time. The Director does not envisage any complaints from teaching staff when they begin to appreciate the value of the integrated resources.
The problem of departmental resource collections is being tackled. At the request of the Rector, the Director is investigating the various multimedia resource collections that exist in and are being built up by some departments, with a view to upgrading them to Library standards, and making a central record of them. It is hoped that in this way some departments will see the value of their collections being incorporated in the Library.

It will be necessary to exercise some care with the Library staff over the introduction of the newer audiovisual materials into what have been print-based libraries and some training will have to take place. However, library staff have adapted well to the beginnings of computerisation and the Director does not see any major problem here.

At present some audiovisual equipment is still purchased by individual departments. The Director is approaching this problem by recording all equipment in the Institute and hoping that departments will accept Audiovisual Services as a 'fair dealer', and will initially lend equipment to other departments through them. In the long term he is working towards centralised purchasing of equipment. Already a system has been instituted whereby all orders for equipment are confirmed by the Director to ensure some standardisation within the Institute, on the grounds that his service will have to maintain it. He has already been instrumental in the production of a central record of all computer equipment and software in the College, through the Computer Users Committee.

Copies of all suitable materials produced by Audiovisual Services are now being placed in the Resources Centre, if the originating member of staff is agreeable.

17.6.4. IN-HOUSE PRODUCTION
The Director is concerned to ensure that all arms of the service are involved in audiovisual production. The major problem
facing him at the moment is that there is no academic producer in Library and Learning Resources, and although he is being asked to undertake such work, he is not able to do so fully because of its time consuming nature. He is currently examining various possibilities. However, as the amount of in-house production is on the increase, the need for an academic producer will grow. There is also a need for a better developed photographic service within Audiovisual Services.

Prior to the creation of the Library and Learning Resources, few, if any, requests for assistance in the production of audiovisual aids and programmes were made to the Library. Since the service was developed, teaching staff either go directly to the technicians or increasingly they contact the Director. This latter approach gives him the opportunity to discuss the needs of the teacher and suggest a variety of approaches. Searches for relevant available materials and/or a subject search are now carried out by the Library whenever possible.

Some students produce audiovisual materials as part of their courses. Instruction on production processes is given by the teaching department, and most students now prefer to use the Resources Centre and its wide range of production equipment rather than the workshop in the Education Department.

17.6.5. OTHER CENTRAL SERVICES
Although there is no central computing service in the Institute, some of the work of such a service is carried out by the Department of Computer Studies, but this is creating some problems for that department. The Director considers that the servicing role should be separated from the Department of Computer Studies and be incorporated into the Library and Learning Resources Service, where one of the technicians is already an expert computer technician. Despite further discussions and the appointment of an MSC technician to the Department of Computer Studies specifically to maintain equipment throughout the Institute in 1987, the incorporation of this
aspect of computing into the Library and Learning Resources has not yet been accepted. The Director quite rightly feels that he cannot force change too quickly.

There are also two Reprographic Units, one in each of the constituent colleges. These should also be combined and merged with the service to ensure a more efficient service, and there is a strong possibility that this will happen following a meeting of the Director with the Pro-Rector, Resources, at the end of June, 1987.

The Director feels that overall co-ordination of all resources is necessary at the present time to ensure maximum efficiency.

17.6.6. WORKING AND PERSONAL RELATIONSHIPS
Relationships between the Director and the staff of the various arms of the service are good, but the Director is concerned that good relationships should develop between the staff of the various arms, in order that they will begin to think in terms of an integrated service, and there are already signs of an increased use of other arms of the service. Because of the location of the three arms of the service in different parts of the campus, it is difficult to bring the staff together on a regular basis.

17.6.7. CONCLUSIONS
This is a Library and Learning Resources Service which is still at an early stage of development, and as the Director says, there is a limit to the amount of change he can impose at one time. However, he has made considerable and effective changes since the service was created. The acceptance of this change, both by the academic staff and students, and by the staff of the service, suggests that the Library and Learning Resources Service will develop as planned over the next few years. Certainly the Director has the necessary enthusiasm and commitment, and the support of the management of the Institute, to make this into an effective integrated service.
17.7.
North Staffordshire Polytechnic 1986. A co-ordinated learning resources service made up of the Library, the Educational Development Unit and the Computer Services Unit.

Appointed to this post in 1986, the Librarian initially categorised this service as a predominantly print based library, as this was its situation when he became Librarian.

However, the Library now forms part of a 'Learning Resources operation'. Recent developments in the Polytechnic have included the formation of a central Computer Services Unit, which had previously been part of a teaching department, and the creation of an Educational Development Unit in 1985 which brought together audiovisual production facilities from teaching departments. In 1986, a Learning Resources system was initiated, consisting of these two new departments and the Library. The three Heads of Service now report to the Assistant Director responsible for resources. A Learning Resources Committee was set up to which the sub-committee for each service reports.

Co-operation between the three services is increasing and it is expected that they will become an integrated learning resources service in the future.

At present Teaching Departments still have the ability to record and retain their own video materials.

17.8.

Although a TV/AV Centre was developed in the Arts Faculty in 1985, it has tended to operate only for that Faculty, despite the initial intention that it would be institute-wide. In 1986, the Librarian, as Chairman of the Teaching and Learning Resources
Committee, instigated a move towards the development of a central Educational Development Unit to incorporate an audiovisual production service. He prepared and presented a report on educational development units for management.

This report has led to the setting up of an informal staff development working party headed by the Librarian. This has resulted in the planning of a series of seminars to be organised by the Library, which is seen as a 'neutral' and supportive service in the College and therefore is in a better position to encourage staff development programmes. The first Seminar was planned for Heads of Departments and Deans in the summer of 1987. Those areas of courses which could benefit from the latest teaching methods and materials, and staff who would benefit from further training in these areas were to be identified. Further seminars will then be organised, using both inside and outside speakers.

If, as a result of these seminars, it is felt that a central audiovisual production service should be developed, the Librarian anticipates that it will be amalgamated with the Library service.

17.9.

There is no central audiovisual production service in the Polytechnic, although there are audiovisual production facilities in teaching departments, including two separate studio based video production units.

In 1986 the Pro-Rector for Resources and the Media Resources Group initiated a move for more co-operation and co-ordination between departments in order to share resources and equipment, making them more accessible to all. Consideration was given to placing all resources under central management. However, there has been little progress to date, due to the problems of safeguarding the existing autonomy of departments.
Some co-operation is taking place, but there is no overall co-ordination. It has been suggested that a Head of Educational Development be appointed to undertake, inter alia, the central management of equipment but this is not feasible at present for financial reasons.

COMMENTS

17.10. THE ORGANISATION OF AUDIOVISUAL RESOURCES IN AN ACADEMIC ENVIRONMENT

In a paper given at Lille University in May 1986, Helen Harrison succinctly gave the reasons why libraries should use audiovisual materials. She then returned to the need for co-ordinated library and audiovisual production services in academic libraries.

"Education is moving from a teaching to a learning centred pattern and any library which fails to recognise its central role in learning centred education will do so at considerable cost. Libraries have to evolve and take a greater role in the co-ordination of learning resources and this means more co-operation with relevant and closely related departments. ... The library as a learning resources centre is not an altogether novel idea. ..."

In developing this idea, the academic library of today will be able to meet first degree student needs more closely and efficiently." (5)

17.11. LEARNING RESOURCES DEVELOPMENT GROUP: LEARNING RESOURCES RESEARCH PROJECT IN FURTHER AND HIGHER EDUCATION

In 1986 the LRDG decided to fund a research project into the nature and effectiveness of learning resource provision in colleges of further and higher education in the UK. The project would attempt to define the areas covered by the term 'learning resources' and look at the quality of provision and identify examples of good practice. Gordon Brewer, then Head of Learning Resources at Bedford College was appointed Research Officer. It was hoped that the project would enable guidelines for the
provision of learning resource services to be prepared and would enable a consultancy network for LRDG members to be set up.

In discussions it realised that the research being undertaken by the writer and already embarked upon, and the LRDG Research Project complemented each other, not only in that the writer's approach was to consider the historical development of all types of relationships, not just those of learning resource services, but also that the two projects only overlapped in the area of Colleges and Institutes of Higher Education. Between them they would give an almost complete picture of the situation in colleges of further and higher education, polytechnics and universities in England and Wales. Mutual co-operation was agreed upon from the beginning and has taken place.

The LRDG project would be carried out by means of a questionnaire and a series of case studies. The writer was surprised to see that the Group had not learned from their previous experience of circulating a questionnaire that was overlong, resulting in some 40\% of non-returns in 1982. (See History 1982). The questionnaire circulated in 1986 appeared to be even longer and would have taken the librarian and others a great deal of time to complete. The rate of returns was slow and the level low. However, by Easter, 1987, Gordon Brewer was able to reach some preliminary conclusions based on the 60 returns received by that time.

In the Colleges of Further and Higher Education, he identified four central services, coded as follows:

"1 = Library service
2 = Audiovisual/media service
3 = Computer Service
4 = Educational development"

He was then able to identify five main models of learning resources organisation based on the relationship between the four
broad areas of service. The same relationships have been identified in Polytechnics and Universities in this thesis, and can be found in Appendix 9, sections 3.2. and 4.2.

"Model A : 1 + 2 + 3 + 4 (ie all four areas autonomous)
Model B : 1/2 + 3 + 4 (ie a unified library/media service)
Model C : 1/2/3 + 4 (ie a unified library/media/computing service)
Model D : 1/2/4 + 3 (ie a unified library/media/educational development service)
Model E : 1/2/3/4 (ie a totally unified learning resources provision)

Of these models, A and B are by far the most common. Even among the membership of LRDG, an organisation that consciously brings together the different aspects of learning resources provision, an overall majority of institutions apparently still retain separate, autonomous units for the delivery of services. On the basis of replies received to date the distribution between these basic models is as follows:

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</tr>
<tr>
<td>Model E</td>
<td>3</td>
</tr>
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<td></td>
<td>60</td>
</tr>
</tbody>
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CHAPTER 18

INSTITUTIONAL DEVELOPMENTS, 1987


As a result of cuts in university financing, the Audiovisual Service, at one time capable of producing upwards of 70 new television programmes a year, has suffered a severe reduction in size and there is a possibility that it may be reduced to two staff offering minimal audiovisual support during 1987. The Director of Audiovisual Services who built this unit up, retires in September, 1987, at which time the position of the person responsible for the administration of this drastically reduced service will have to be decided upon. A number of possibilities are being considered, including its attachment to the Library or the Computer Centre for administrative purposes.

Links between the Library and the Audiovisual Service have always been strong, the Library having made available for use the many programmes produced by the Audiovisual Service. Links between the Library and the Computer Centre are also well developed.


A CASE STUDY ON THIS PREDOMINANTLY PRINT BASED LIBRARY SERVICE IS TO BE FOUND IN APPENDIX 2.

Within the University, support services are provided by the Library, the Educational Technology Services and the Computer Centre. The Library provides the central Photographic Service for the University and until recently also ran the Printing Service.
The Educational Technology Service is small and offers an equipment support service with off-air recording.

Some departmental resource collections exist, and there is a full scale audiovisual production facility in the Department of Education, but this is not available to other departments.

During 1987 a move by the Librarian and others to rationalise resource services may be expected.

A SUMMARY AND ASSESSMENT OF THIS SERVICE.

18.2.1. MANAGEMENT

From the staffing point of view, Keele University is similar to the University College of Wales, Aberystwyth in that there has been little change of staff over the years. In the Library the last appointment was that of the University Librarian, which occurred eight years ago. Staff like the atmosphere and the place and tend not to move. However, as many of the original staff are now taking retirement, change can be expected over the coming years.

The Library is still a predominantly print-based library service as the previous and first librarian was essentially a 'book-man', who ran a very traditional but comprehensive university library service. Since the appointment of the present Librarian the funds have not been available to develop the stock multi-medially, although the Librarian would wish to do so. Nor is there any support for change from the staff or students of the University. As yet there is no automation in the Library either, again for the same reasons.

Although the Library is now a 'Cost Centre' giving the Librarian the freedom to use his funds as he wishes, in practice these funds are now so reduced that if he attempted to develop new services it would inevitably be at the cost of established services and would result in considerable opposition from those
affected. He does have more control over his bookfund than does the Librarian at University College of Wales, Aberystwyth, the funds being divided between the three Boards (faculties), and then between the Liaison Librarians who ensure that the stock is built up in a balanced way from recommendations from academic staff and their own selection.

18.2.2. LINKS WITH STAFF AND STUDENTS

The Librarian is a member of Senate and he or his senior staff sit on all Boards (faculties). He has also developed a system of Liaison Librarians who work with the staff of one or more teaching departments. They are encouraged to spend time in the teaching department, and especially with the Departmental Library Representative. Although Liaison Librarians are not involved in curriculum development, they are encouraged to find out what is happening so that the Library can respond effectively. The effectiveness of these links is dependent upon the personalities of the Liaison Librarians, however.

Prior to the appointment of the present Librarian, all reader enquiries were dealt with by the cataloguing staff in their office area, there was no professional staff presence in the open Library. One of his first tasks was to create an enquiry counter in the library and following that, the system of Liaison Librarians. From this has developed a user education programme which includes an initial introductory session by the Librarian himself and a number of programmes have been developed by some of the Liaison Librarians in conjunction with the departments they are linked to. One of the major problems the Library faces in this multi-disciplinary university is obtaining slots in the students timetable for this sort of work.

Another problem faced is getting any feedback from students regarding the service. Student Representatives on the Library Board do not attend regularly and attempts to meet with the students, either through their Union or individually have not proved to be particularly successful.
There does seem to be a need for a greater 'public' awareness of the Library within the University and a further extension of public relations activities if the Librarian is to obtain the support he needs for changes in his service.

18.2.3. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
As the staff of the university have changed little over the years, teaching methods have not changed greatly either. The University is creating a Staff Development Unit and appointing a Head of the Unit during 1987 to undertake development of academic and other university staff and this may lead to some changes in the future. However, there has been a Department of Education within the University for many years and this has not resulted in the development of more efficient teaching methods, so the Librarian is not over-hopeful that change will be dramatic. Teaching methods do need to be reviewed and this in turn will affect the way the Library supports the various teaching programmes.

There are already a number of computer terminals in the Library, linked to the Computer Centre. Use of them is heavy. There are no word processors available for students yet, but these are being considered. There is a large collection of long-playing gramophone records in the library, with playback equipment operated by the students themselves in the Music section of the Library. The use of these records is restricted to Music students or those with good reason to use them, as the Music Department wish the collection to be available for as long a time as possible. The discs are stored in closed access and have to be obtained from the staff. A decision not to take compact discs was taken in 1986, but this should be reconsidered as it would lead to less wear and tear on the discs and the playback equipment, and could open the collection up to all students, regardless of the subjects they are studying.
There are no video facilities in the Library although the Librarian would wish to develop such a service. This could begin as a natural extension to the music collection and then be developed into other subject areas, particularly with support from the Educational Technology Services over off-air recordings.

The Librarian submitted a Paper to the 1984 Working Party which had been convened to consider the work of Educational Technology Services, suggesting that the Library had a role to play in the exploitation of learning materials. This was ignored however, and off-air recordings made by this service are not placed in the Library. This needs to be strongly restated if a video service in the Library is to be developed.

Following a visit by HMI's to the Education Department, there is a possibility that the Library may take over the unorganised collection of learning resources materials in that department. The Librarian would be pleased if this happened, and this again could become the nucleus of a growing multi-media collection. The Library of the Education Department has already been transferred from the Department to the main Library.

Should some or all of these moves take place, the Library will then have to institute a vigorous 'selling' programme through its Liaison Librarians to encourage teaching staff to order the more recent forms of audiovisual materials for the library collection and not just for their own teaching use, as at present. The fact that students need access to these materials for study purposes as well as staff for teaching purposes has to be communicated strongly in an academic situation.

There is no control over the purchase of teaching and learning materials throughout the University and no central record of such materials. Some control is necessary to avoid the duplication and overlap that must exist, and a mechanism should be found whereby the University Librarian should be able to oversee the purchase of such materials.
18.2.4. IN-HOUSE PRODUCTION FACILITIES
The central Photographic facilities for the University are under the control of the University Librarian and located in the Library. The Photographic Unit makes a range of the simpler audiovisual materials, including slides, photographs and some overhead transparencies, as well as microfilming for the Library. As in other universities, there are technical staff in some teaching departments who also have photographic equipment and can produce a range of photographic materials. Once again there is this curious division between the production of the 'simpler' audiovisual aids and materials by the Library and the 'sophisticated' aids (although these mainly consist of off-air video recordings) by another and separate unit, a division that cannot be helpful to either the teaching staff or the students, and needs to be resolved.

18.2.5. OTHER CENTRAL SERVICES
More co-ordination between the central services exists at Keele than at Aberystwyth. The two units concerned, apart from the Library, are the Computer Centre and the Educational Technology Service. A Printing Service, previously run by the Librarian and grossly understaffed because of staff cuts by the university, has been transferred to the Administration Department.

The Librarian and the Head of the Computer Centre are both members of the Management Group for Information and Technical Services, chaired by the Vice Chancellor, to whom they are both responsible. This newly constituted group meets once a month. This has proved to be a useful group and has made the Heads of these two services more aware of the work of each others departments, and would enable co-ordination between the services to take place. Neither the Librarian nor the Head of the Computer Centre sit on each others committees, however.

There is no representative from the Educational Technology Services on this group, a point the Librarian is taking up. Possibly a reason for this and a problem to be resolved is that
the Educational Technology Service is run by technicians without academic leadership. If all three services were represented then this would become a co-ordinating committee for all support services, as is found at Southampton University.

The Librarian sits on the Educational Technology Advisory Board and this link should be strengthened to ensure more co-operation between the two services.

The Educational Technology Service has a staff of two, to be increased to three later in 1987, all of whom are on technical grades and come under the oversight of an Assistant Registrar. It offers an equipment supply and maintenance service, and offers very little in the way of production except for off-air recordings. As there is no academic leadership the service remains small and has not been able to deal with problems such as standardisation of equipment, there being both VHS and Betamax videocassette formats within the University. This service would benefit from strong academic leadership and either a strengthening of the link with the Library, or its becoming part of the Library, would be to its advantage.

The Librarian firmly believes there is an urgent need for a study of all the audiovisual production facilities within the institution to see if it would be advantageous to bring them under one roof. While he does not necessarily believe that he should be responsible for managing such a service separately from the Library, he believes he should be very closely involved with the exploitation of the more recent audiovisual materials. The integration of these services with the Library, however, would be welcomed, provided that the additional services could be made to pay their own way, as does the photographic service.

18.2.6. WORKING AND PERSONAL RELATIONSHIPS
Relationships between the Librarian and the Head of the Computer Centre are good and developing due to the mutual interests of both Heads of service and the increasing involvement of the
Library with computerisation. There are unlikely to be any disagreements concerning the location of the most recent audiovisual materials, including the compact disc and laservision systems.

The Librarian and the Assistant Registrar responsible for the Educational Technology Services also have good relationships, although their dealings rarely have anything to do with the Educational Technology Service, as there is little need for their services by the Library. Equipment for music playback in the Library is looked after by a technician in the Music Department.

18.2.7. CONCLUSIONS
This is an institution where, although little development has taken place between the Library and the audiovisual production service as yet, the potential for such development exists and the Librarian would wish to see closer relationships between all the academic support services. It is more likely that relationships between the Library and the Computer Centre will strengthen before those between the Library and the Educational Technology Service, although the Librarian is concerned that the first steps towards such a development should begin during 1987.

COMMENTARY

18.3. THE FUTURE OF THE LEARNING RESOURCES CENTRE
Throughout his article "Supporting changing patterns of teaching and learning: Plymouth Polytechnic Learning Resources Centre" Ivan Sidgreaves maintained that services such as learning resource centres had to undergo continuous evolution to meet the changing needs of its users and its parent institution.

In Plymouth Polytechnic a Working Party had been set up to examine the role and relationship of the Learning Resources Centre, the Computer Centre and the Student Services Centre. If these services were to be linked the opportunities for the development of even better services for the members of the Polytechnic would be increased.
Ivan Sidgreaves concluded that changing patterns of teaching and learning had made it imperative that the library service should reassess the type of service offered and this involved co-operation with other educational services.

"This trend must of necessity develop further, with developments in IT support and an extension of student audiovisual production facilities being high on the current agenda for collaborative action. The co-ordination of computer support between the LRC and the Computer Centre is vital for effective resource management, and the challenge offered by access to information networks both within the institution and nationally is not one that will be missed by librarians. Trends towards more student-centred/student-directed learning will need to be more effective study skills support either from a central academic base or integrated into departmental course provision." (1)

18.4. LEARNING RESOURCES IN HIGHER EDUCATION

In March 1987, Dr. Robert Ward of the Harrow College of Higher Education, published his Project Report Learning Resources in Higher Education - aspects of Policy and Practice. In a useful and informal report, he discussed what learning resources are from the learners point of view, and the way in which learning resources were being developed in colleges of higher education, before making recommendations for his own institution's development.

Amongst his conclusions were:

"traditional course patterns are being replaced by diverse modes of study, increasingly more 'open'. ...

Also, a fundamental change is occurring in the conception of 'learners', who are now becoming regarded as responsible for actively creating their own knowledge, rather than simply taking it as given.

'Resource-based learning' involves both carefully designed materials (documents, tapes, programmes etc.) and a context of steady support. Without the latter many students will fade away."
Self-directed learners cross conventional subject boundaries in their investigations. Consequently Learning Resource Centres must allow for a speculative element in their stocks." (2)

Having visited a number of similar institutions, he stated that the trends revealed a greater integration of services which made it possible for more and more people to gain improved access to learning.

"Pleas on all sides call for academic institutions to become more penetrable, to support lifelong education. ...'open' institutions can act as learning exchanges where debate on the responsible use of knowledge is an essential part of their character." (3)

BIBLIOGRAPHY


3. Ward, Robert. Ibid.
CHAPTER 19

OTHER INSTITUTIONS WITH FORMAL, INFORMAL OR NON-EXISTENT RELATIONSHIPS BETWEEN SERVICES

Some forms of developing relationships between Libraries and Audiovisual Production Services, and in some cases Computer Services, can be seen in a number of institutions where no formal moves have been made to link, co-ordinate or integrate the services. Thus these institutions do not fit easily into the dated history chapters covered so far, and are arranged alphabetically.

In some cases these relationships may be formalised, e.g. through a committee structure or through the responsibility of Heads of Service to the same person, or they may be informal, depending on good relationships between personnel in these services.

In other institutions no formal or informal relationships, other than normal departmental relationships, have yet developed and Librarians in these institutions have suggested reasons for this.

19.1.
Aston University A multi-media Library and Information Services.

In addition to the central Audiovisual and Photographic Services, two other units, the Centre for Extension Education and the Birmingham Film and Video Workshop, have audiovisual production facilities. Each makes its own productions available to users, the Birmingham Film and Video Workshop has its own multi-media library, but only the Centre for Extension Education provides the University Library with copies of its own productions. In the Library, the more recent audiovisual materials are located in the Audiovisual Room with their associated playback equipment, with supervision during normal daytime working hours only.
HISTORY - OTHER INSTITUTIONS

Co-operation between the Library and the Computing Services Division is increasing; it is not too unreasonable to anticipate that greater co-operation and co-ordination may take place.

19.2.
Bradford, University of A predominantly print-based library service.

The Educational Development Service, formed in 1969, makes its own productions available to users and copies of some of these programmes are available in the University Library. The Library has a limited range of the more recent audiovisual materials, the majority of which are treated as part of the ordinary book stock and shelved alongside them. Playback equipment is available on demand.

The Library and the Computer Centre share the same building. There is liaison but not co-ordination between the two. The Library has a computerised information service - 'Libline' - about the services it offers, and this is available throughout the University network.

19.3.
Bristol, University of A predominantly print based library service.

There are three units with audiovisual production facilities in the University, the Bristol University Film Service, the Language Laboratory and Projection Services Centre and the Arts Faculty Photographic Unit. All make their own audiovisual productions available to users. None of their productions are made available in the University Library.

This situation exists as there is no suitable accommodation in the Library, and the present arrangement is more convenient for the way audiovisual material is used in the University.
19.4.

**University College, Cardiff**  A predominantly print based Library service.

The large Centre for Educational Technology was closed in 1986 as a result of the severe financial situation of the University College. Some of its facilities and technical staff have been decentralised and located in various departments.

While there have been no moves for co-ordination with other support services, the Library had informal relationships with the Centre for Educational Technology and currently has good relationships with the Computer Centre.

19.5.

**Central School of Speech and Drama**  A predominantly print based Library service.

In addition to the Library, there is a Media Resources Service in the College.

There are no moves towards any integration of these services at present although there is a joint Library and Media Resources Committee chaired by the Librarian.

19.6.

**Chester College of Higher Education**  A multi-media Library Service.

In addition to the Library, there is a Resources Centre in the College. Some of its productions are placed in the Library.

Up until 1983, the collection of the more recent audiovisual materials was housed in the Resources Centre but these were then transferred to the Library, while the Resources Centre retained its title and became an audiovisual production service.
The College appears to be satisfied with the present arrangements although it is possible that some changes may take place if the present Librarian or Tutor in charge of Educational Technology leaves.

19.7.
Durham University A predominantly print based Library service.

Such audiovisual production facilities that exist in the University are provided by the Teaching Resources Centre in the School of Education. There is no central audiovisual production service.

The Library used the facilities of the Teaching Resources Centre to produce a tape-slide guide for new students. In 1984 the Library used a commercial firm to produce a video for this purpose: this is the only library audiovisual production.

There are a number of multi-media collections in departments and Colleges.

19.8.
East Anglia, University of A multi-media Library Service.

In addition to the Library, there is an Audiovisual Centre located in the same building as the Library, but with no direct access. Some of its productions are housed in the Library.

There are a number of multi-media collections in teaching departments which have grown up independently of the Library, and separately financed. There has been no move to amalgamate these audiovisual collections with the Library.
HISTORY - OTHER INSTITUTIONS

19.9.

Huddersfield Polytechnic  A multi-media Library Service.

A CASE STUDY ON THIS SERVICE IS TO BE FOUND IN APPENDIX 3.

Huddersfield Polytechnic was formed by the amalgamation of a large technical college and two smaller colleges of education, to produce a multi-site Polytechnic. The merger with the colleges of education brought into the Polytechnic two reasonably well developed libraries and a multimedia approach to information.

In addition to the Library Service, there is a separate Audiovisual Service under the control of the Head of Computing, making this one of two institutions of higher education (University College, Swansea being the other) where the audiovisual production service is administratively linked to the Computer Service.

A SUMMARY AND ASSESSMENT OF THE LIBRARY AND THE AUDIOVISUAL SERVICES

19.9.1. MANAGEMENT

The Library, the Computing and Audiovisual Services are located in the same recent building on the Polytechnic main site, although access between them is less easy than it might be because of their allocation to different floors and the geography of the building.

The Head of Library Services has a defined set of objectives which he uses as a written statement of what the Library Service is for, and that he can relate developments and services to.

1. To collect and organise resources of recorded information in accordance with the academic aims and needs of the Polytechnic.

2. To promote the use of these materials in the best interests of learning, scholarship and research.
3. To provide advisory and enquiry services to assist staff and students in the pursuit of these aims.

4. Accordingly, to provide an integrated library service throughout the Polytechnic, based on a single management structure, with the centralisation of library services on each site or campus.

5. To co-operate with other libraries and information agencies ... " (1)

The Head of Library Services is a member of the Academic Board, and the Faculty Boards, although he is currently involving his subject librarians in Faculty Boards in his place, and at Departmental Level. He chairs the Educational Technology and Audiovisual Services Panel and is a member of the Computer Panel, thus he has a considerable knowledge of the work of the other support services apart from his own. In part this cross representation results from a comment made in the CNAA Institutional Review Report of 1981.

"The Academic Board had established three Panels to advise on policy for Computing, Educational Technology and Audiovisual Services, and the Library. ... Members of the Visiting Party ... noted that, while the three services liaised well at an executive level, the need for a co-ordinated policy for Educational Services suggested at least a greater degree of cross-representation between Panels. The Panels appeared still to be at the stage of addressing fundamental policy options." (2)

The Head of Computing and Audiovisual Services also sits on the Library Panel, as well as the Educational Technology and Audiovisual Services and the Computing Panels. However, the Head of Library Services reports to an Assistant Director while the Head of Computing and Audiovisual Services reports directly to the Director. There would seem to be some logic in having both Heads of Service report to the same manager, who could also act as a co-ordinating link in addition to the three Panels.

The Head of Library Services has a member of staff with special responsibility for the more recent audiovisual materials. He
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considers this still to be a necessary post, although the Audiovisual Librarian is no longer responsible for the purchase of all the more recent audiovisual materials, as he was in the past, this responsibility being shared by all the subject librarians.

The thinking behind the merging of Audiovisual Services with Computing in 1978 related more to a consideration of the technology of audiovisuals and the management of a technical service rather than of the use of audiovisual aids and programmes within the institution. While it is true that similar technical skills, similar tools and components are required, and that equipment services have to be maintained around the Polytechnic, there has not been any real integration in practice within Computing and Audiovisual Services that would prove this to be a valuable linking from that point of view. The Head of Computing continues to run Audiovisual Services as an administratively linked service, with himself as Head and with day to day running delegated to a technical member of staff with photographic qualifications and a teaching certificate.

The one area where the linking of these two services has had positive results is that of equipment. The cost of audiovisual equipment, especially video equipment, comes as no surprise to the Head of Computing, and in comparison to what he spends on computing equipment, audiovisual expenditure is still relatively small. These equipment costs are more likely to worry a Librarian, who has to purchase large expensive items far less often and to whom the only major item of expenditure he can compare audiovisual equipment costs to is his materials fund, although with the increasing numbers of computers and computerised systems in libraries this attitude may change. However, the Head of Computing is more concerned that with the increasing availability of cheaper domestic standard computer and video equipment, members of the academic staff will resist the purchase of industrial standard equipment on the grounds that the equipment they have at home is perfectly satisfactory for their needs.
Although the Audiovisual Service does not have a written set of aim and objectives, there are stated policies governing the work of the service. These include a maintenance policy for all audiovisual equipment in the institution and a purchasing policy which means that all audiovisual equipment is purchased through Computing and Audiovisual Services, unless they are for specific purposes within a teaching department. This has led to standardisation of equipment in many areas, both in computing and audiovisual equipment.

19.9.2. LINKS WITH STAFF AND STUDENTS
The academic staff, particularly the more recent appointments, are demanding library users, as many of them have come from industry or other developed institutions of education and some had perceptions of library service in advance of what the Polytechnic could provide. This has helped the Head of Library Services to develop a range of services beyond those of a 'traditional' academic library.

All professional library staff act as Subject Librarians as part of their work, and are encouraged to relate to the departments they represent. Some subject librarians attend course committees and are thus involved in curriculum development at the initial stages. This has enabled a strong user education programme to be developed in conjunction with some teaching departments, involving not just library but also teaching staff. One teaching department includes the assessment of their user education programme in awarding the students final degree classification.

The Library conducted a major survey of users perceptions of the service in 1985. While some of the answers were discouraging, the Library is following up the results of the survey and has showed that it is concerned to discover and meet user needs.
Computing Services also have strong links with teaching departments, having a system akin to subject librarians in its Academic Support Group. Members of this group each take responsibility for one faculty and its departments and they are seen as the link with the Computing Service. However, these staff do not represent the Audiovisual Service, although it is part of the same department, and thus it has no direct links with teaching staff.

Computing Services also maintains its own 'Reference Area' within the department, which is run by an Information Officer. An S.D.I. Service is carried out for teaching staff consisting of photocopies of the title pages of periodicals both in the reference area of the department and in the Library. The Computing Service has to pay the Library for every photo copy made of Library periodicals in preparing this service, as the Library will not allow copies of its periodicals to be taken out of the Library to the Computing Service's own photocopiers in the same building. This would suggest that the same high level of co-operation and co-ordination that exists between the Heads of Service is not necessarily to be found further down the management chain, yet surely this service is of value to both departments and the staff of the institution as a whole?

19.9.3. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
The written objectives of the Library specifically include the phrase 'resources of recorded information' and it has been the Head of Library Services policy to purchase all appropriate information materials since his appointment in 1976, and this continues the approach taken by the two college of education libraries that formed part of the Polytechnic.

There has been a noticeable increase in the number of students undertaking individual projects in the Library, although the Head of Library Services feels that there has not been a coherent movement within the Polytechnic towards the concept of
individualised learning. However some departments and staff do include this approach increasingly in their teaching programmes which results in the intensive use of some of the more recent audiovisual materials.

There is still no formal system whereby copies of all programmes made by Audiovisual Service are placed in the Library, although some are copied and placed in the Library at the request of the Audiovisual Librarian. Because of the level of relationship between the Library, particularly through the Audiovisual Librarian, and Audiovisual Services, it is a pity that some simple formalised system of placing all programmes produced by the Audiovisual Service in the Library has not been worked out. This would pass on to the Library the full responsibility for making this material available to staff and students, and relieve the pressure on Audiovisual Services somewhat. However, Audiovisual Services are now trying an approach with teaching staff that they will record permissable programmes 'off-air' at their request, but that the copy will be placed in the Library and not be deposited with the teacher. This has lead to an increase in the number of programmes coming into the Library, but has caused some friction with some teachers. This is a situation that also needs to be formalised.

When teaching staff approach Audiovisual Services for assistance in obtaining a commercial audiovisual production, they are passed on to the Audiovisual Librarian.

An attempt was made some years ago by the Audiovisual Librarian to compile a central record of teaching materials held in the Polytechnic, but this was not completely successful as teaching staff appeared to be unwilling to make this information available for a variety of reasons. There is now a Polytechnic policy concerning the purchase of books for the institution, giving the Head of Library Services some say in the matter. However, this has not been extended to the more recent audiovisual materials. It is felt that such a practice would not be unreasonable. The
HISTORY - OTHER INSTITUTIONS

Computer and Audiovisual Services do maintain a record of all computer software programmes held within other departments, although this is a somewhat easier task.

The exploitation of the more recent audiovisual materials in the Library, however, is such that their 'self-advertising' features are lost, and their use is not as great as it could be. While the materials are shelved in the open Library, they are not integrated in any way with the print material on the same subject, but are stored together on the first floor of the Library in one area. There is no playback equipment visible, this being kept in carrels close to and behind the Audiovisual Librarian's desk. As the format chosen for the Polytechnic video standard was U-matic, the location of television screens, if not the videocassette players, in the public areas would be perfectly feasible and less of a security problem than VHS, and would make users more aware of the existence of these materials. This would increase their use. The successful exploitation of these materials requires more attention, as it is not as effective as it might be compared to the situation in some similar libraries.

The Audiovisual Librarian was not happy with the AACR Rules for the more recent audiovisual materials when they were produced and proceeded to devise his own. This has led to a situation whereby the more recent audiovisual materials cannot be included in the main computerised catalogue of the Library and have to be searched for separately. This is a situation that will ultimately have to be rectified, for it is a disadvantage both to library users and library staff. Many of the library staff still naturally consult the main catalogue first before using the audiovisual catalogue (if they do this at all) and the user is still presented with a print based solution to his need.

There is no conflict between Computing and Audiovisual Services and the Library over the location of the various video and compact disc information storage systems. These are seen by the Head of Computing as electronic based resource materials whose natural location is in the Library.
19.9.4. IN-HOUSE PRODUCTION
Teaching staff normally approach Audiovisual Services for any audiovisual aids they require. If library materials are involved, then these are obtained from the Library by Audiovisual Services. This means that the Library is left out of the production process entirely and is not consulted to see if suitable materials already exist elsewhere. The Audiovisual Librarian is willing to undertake such work, but the relationship between the two services is not sufficiently strong for this to take place as a natural part of the process.

This does also mean that teaching staff, who are increasingly using library materials as sources for their aids, are having to use two services to achieve one end result.

The Head of Computing also feels that the Library has a role to play in the production of audiovisual aids and programmes and can help in the necessary research before a programme is commissioned. However, he believes that the role of the Library should have been completed before the teacher reaches Audiovisual Services, thus pushing the onus firmly on the teacher to first visit the Library to carry out the initial research and checking of available resources before going to the Audiovisual Services. As teachers normally expect to go direct to Audiovisual Services, the research stage tends to be missed out altogether, a situation that would not normally happen in a learning resources service. Also, because of the split between the two support services, it does mean that conscientious staff would have to visit both services, and discuss their needs with two different resources staff before the programme is made. Human nature and the pressure of work being as it is, this will rarely happen.

19.9.5. OTHER CENTRAL SERVICES
Because of cross-representation on Panels, there is an awareness of the work of the other support units at senior management level, but not throughout the staff of each of the services. The
HISTORY - OTHER INSTITUTIONS

Head of Library services is of the opinion that the Library benefits more from co-operation with Computing and Audiovisual Services than vice versa. Audiovisual Services undertakes all off-air recording and equipment maintenance for the Library, and Computing has greatly assisted in the Library computerisation programme.

When the combination of Audiovisual Services with Computing was being considered, the Head of Library Services deliberately did not intervene, as the Library itself was going through a period of drastic cuts at the time. He felt that it would have been necessary to have had strong support from management if a combined learning resources service was to be effective, and this was not forthcoming at the time. However, there was a body of opinion in the Polytechnic that favoured it merging with the Library. While he now feels that the combination of Audiovisual Service with Computing has caused no problems, he would have preferred Audiovisual Services to have combined with the Library as this would have lead to greater control over the production of off-air recordings and would have given the institution an integrated learning resources service to the advantage of the staff and students.

19.9.6. RELATIONSHIPS

Relationships between the Librarian and the Head of Computing are good, both on an informal basis when regular discussions are held, and through cross representation on each others Panels. Both feel that there is a form of 'special relationship' between them and their two services, but only in an informal sense. There are also well formed relationships between members of the Library staff and Computing and Audiovisual Services staff, although only the Audiovisual Librarian deals with the latter to any extent. There is a need for a more dynamic and constructive relationship between the Audiovisual Librarian and Audiovisual Services, leading to an examination of how each can best help the other, rather than accepting what happens now as the best that can be done.
Both Heads of Service believe that a greater knowledge of the work of the other service by all staff would be an advantage, but so far no attempt has been made to achieve this, except in the case of an increasing awareness of the other service by those who have to work with members of it.

19.9.7. FUTURE CO-OPERATION
The only pressure applied to the two services to work more closely has come from CNAA. Polytechnic management appear to be content with the situation as it is and do not appear to see the need to develop Audiovisual Services to any extent.

Both the Librarian and the Head of Computing are aware that there are areas of overlap between their services, particularly in the area of off-air recording, audiovisual materials, computerised information resources and computer software. Already discussions are taking place between the two Heads because of the implications of these developing information technologies. Neither Head of Service dismiss the concept of the learning resources centre, although both have different reservations about it. The Head of Computing feels that if Audiovisual Services were a separate service with its own Head, and the three services reported to the same member of the Polytechnic management, that this would have the same effect. He does not believe that linking Audiovisual Services to Computing has changed the image of the service, although it is apparent that having a strong senior manager in charge of it has enabled it to grow and develop successfully, which most probably would not have happened if it had remained a separate service.

19.9.8. CONCLUSIONS
Certainly there is a much higher level of co-operation between the two services in Huddersfield Polytechnic than there is in either of the two predominantly print based services covered in Appendices 1 and 2. However, there is much more the two services could do to co-operate further to the benefit of the whole institution without losing their autonomy.
HISTORY - OTHER INSTITUTIONS

19.10.
London, University of A multi-media Library service.

The Librarian states that the complicated structure of the federal University of London makes its arrangements unique.

In 1973, the University set up a Library Resources Co-ordinating Committee which is responsible for the administration and development of the University's Central Library Services, which includes a wide range of College and School Libraries throughout the University of London, many of which have the more recent audiovisual materials in addition to print.

The University of London Library, the 'main' Library in the system, maintains its own Photographic Section, responsible for microfilming, photocopying and for other photographic services.

The University of London Audiovisual Centre, formed in 1970, is a Unit of considerable size and stature. By 1976 it was contributing between 75% to 90% of the programming transmitted on Channel seven, the channel allocated to higher education institutions, of the Inner London Education Authority's cable television network.(3)

The work of the Centre now concentrates on five main areas:-

"development of appropriate aspects of new information technology such as interactive video and videodisc; production of video recordings, films, tape-slide programmes, audiotapes and printed materials, in collaboration with and at the suggestion of institutions of the University; assistance to academic staff undertaking their own audiovisual production; design of television installations and technical advice on the purchase and repair of audiovisual equipment; and a lending library of its own videotapes, films and other teaching programmes."(4)
HISTORY - OTHER INSTITUTIONS

19.11.
Newcastle University  A multi-media Library service.

Newcastle University has what is probably the oldest audiovisual production service in the United Kingdom. The Audiovisual Centre was established in 1950, to deal with medical illustration. It was one of the units which was described in the Brynmor Jones Report.

Although Dr. Brian Enright did not undertake any moves to link the Library and the Audiovisual Centre, as had been the situation when he was Librarian of the University of Sussex, relationships between the Library and the Audiovisual Centre are well developed. Copies of all the productions of the Centre are placed in the Library for use. In 1987, the Librarian was asked to become the Chairman of the Audiovisual Committee of the University, a committee of which he has been a member for many years.

19.12.

As well as the main Library, there is a separately administered Resources Centre, responsible for the audiovisual production service, reprographics and printing, as well as for the control of the Audiovisual Library.

There have been no moves for closer integration in this unusual situation where the Audiovisual Library is housed within the main Library, but with the Resources Librarian being responsible to the Head of the Resources Centre, and not to the Librarian.

The reason for this structure is that the previous College Librarian would not develop an audiovisual library without extra staff and funding. Because of this, the Audiovisual Library was developed by the Head of the Resources Centre who appointed a
HISTORY - OTHER INSTITUTIONS

chartered Librarian to manage the service. The present College Librarian would prefer the audiovisual materials to be integrated into the main Library as this would simplify staff management and budgeting. Also the cataloguing and classification of all the various formats would have been more standardised if the Audiovisual Library had been part of the Library from the beginning.

Co-operation is well developed between the College Librarian and the Resources Librarian, and a joint Library Guide is issued.

19.13.
North Cheshire College  A predominantly print based Library service.

This multi-site library service does include some of the more recent audiovisual materials in its stock, including filmstrips, gramophone records, charts and slides sets. The Audiovisual Aids service makes its own productions available to staff and students.

There has always been a policy at this College of separation of materials and services, rather than integration. The audiovisual materials held are intended to service specific courses, e.g. BA in Media and Communication Studies.

Oxford University, Bodleian Library  A predominantly print based Library Service.

The Bodleian Library is the largest of the 100 or more libraries within the University of Oxford, although it is not formally the University Library. In a letter, the Assistant Secretary of the Library states:-
"It is overwhelmingly book (and manuscript) based, and accessions policy reflects this as well as the fact that teaching and research in the University at large have so far made little use of new audiovisual techniques. Although it is one of the glories of this Library that in many periods (not excluding the present) it has been in the forefront of new developments, ... its perception of its traditional role has meant that so far the audiovisual field has not been one of these.

I suspect the same is in general true of the University as a whole. There is an Audiovisual Committee, but this has so far concerned itself rather with the location and availability of equipment than with collections of material. One of the problems in completing the questionnaire is that nobody seems to have an overall picture of the situation. Indeed there is room for a survey here ...

There are pockets of such materials, used for teaching purposes by academic staff, largely in science departments." (5)

The Language Teaching Centre, a University department independent of any faculty, does provide some production facilities for other departments, however. Indeed the Library used these facilities to make the soundtrack for a programme on conservation of library materials.

... there is in this collaboration the germ of a move towards co-ordination of the library service with another resource service. ... as far as computer services are concerned, there is a systems librarian appointed to advise the University library network as a whole, and the Computer Teaching Centre is increasingly offering resources in the way of training of library, as well as other, staffs. I expect, as far as dwindling financial resources allow, to see further movements of this kind, though the traditions of autonomy will persist. ...(6)

19.15.

Portsmouth Polytechnic A multi-media Library Service.

Although the Library, the Educational Development Unit and Computing Services function as three separate units, there are good relationships with each other. All have representation on each others committees.
HISTORY - OTHER INSTITUTIONS

Up until 1987, the productions of the Educational Development Unit were not made available in the Library, but it is now planned that copies should be made for the Library service.

19.16.
Roehampton Institute of Higher Education A multi-media Library service.

There are problems due to the multi-site nature of the Institution; there is no central location available for a co-ordinated service as both the Library and the Educational Technology Department services are spread across four sites.

The Educational Technology Department makes its own productions available, none are placed in the Library.

19.17.
Slough College of Higher Education A multi-media Library service.

It is College policy to retain the Educational Technology Unit as a service to Tutors only, and to keep all educational computer software with the associated hardware in the Computing Centre. Because of this policy, the Educational Technology Unit maintains a Library of 16 mm film for staff use, which is being superseded by a growing video collection in the Library for use by staff and students. The Library also co-ordinates requests for off-air video recordings.

Although these three services are developing separately, there is close and regular contact between the three Heads of services. Current moves towards open learning may cause this situation to develop further in the near future.
19.18.

Swansea, University College of A predominantly print based Library service.

There is a strong feeling that considerable savings could be made if there was one audiovisual services unit for the whole campus.

At present, separate audiovisual production facilities exist in the Closed Circuit Television centre, the University Library Photographic Section, and within the Photographic Section of the Faculty of Arts.

The Closed Circuit Television Centre began as part of the Department of Education, but is now under the administrative control of the Director of Information Technology Services, who is also responsible for the Computer Centre. This is one of two known linked audiovisual and computer services, the other being in Huddersfield Polytechnic. (See Case Study in Appendix 3)

Some of the productions of the Closed Circuit Television Centre are available in the University Library.

19.19.

Trent Polytechnic A multi-media Library Service.

Close collaboration exists between Central Audiovisual Services, the Library and the Computing Centre. There is cross representation on all their committees.

Most of the productions of the Central Audiovisual Services are available in the Polytechnic Library.
HISTORY - OTHER INSTITUTIONS

19.20. York, University of A predominantly print based Library service.

The Audiovisual Centre is separate from the Library, and maintains a Library of its own and commercially produced audiovisual programmes. Copies of some of its own programmes are available in the University Library in addition.

There is considerable co-operation between the two services. It has not been felt that greater effectiveness or economy would be achieved by more formal co-ordination.

BIBLIOGRAPHY


SECTION 3

CONCLUSIONS
20. CHANGES TO THESE SERVICES

Over the last thirty years the library service in institutions of higher education has undergone a series of changes, periods of expansion and contraction, and in some cases the library has become the largest component of a learning resources service. However, all institutions in higher education still have some form of library service. This is not necessarily the case for the audiovisual production service in the same institutions and it is felt that it is necessary to look at the situation of these services over the same period.

Generally audiovisual production services in institutions of higher education have been going through a difficult period particularly since 1980, generally as the result of economic pressures. Some have actually been closed down, some have been decentralised and their facilities, much reduced, have been distributed amongst faculties. Some have been dramatically reduced in size, while some have remained relatively intact. A few institutions never created such a service at all. Such services that remain are not without their problems, however, and these affect their position and role within the institution.

20.1. FUNCTIONS OF AUDIOVISUAL PRODUCTION SERVICES

The staffing, roles and titles of these services can vary quite widely and this can lead to different attitudes to the service from one institution to another. Many of the functions proposed by Brynmor Jones still exist, especially those of producing materials and providing the facilities for their presentation. Normally these two functions, because much of the equipment and the expertise required are common to both, are provided by the
same service. However, at UMIST for example, audiovisual production has been administered by the Library, while the Estates Department has looked after the presentation of audiovisual materials. However, some rationalisation of the situation at UMIST has been under consideration since the beginning of 1987 and a conclusion may be expected before the end of the year.

Audiovisual services also took on a number of other roles in some institutions: educational and staff development which involved advising or instructing teaching staff, and in some cases students, how to make and use audiovisual materials, and even how to teach more effectively. In other institutions this was done by a separate Educational Development Service. Even where the two units were or are separate, the two were often closely linked. In other institutions this training work has never been tackled properly, if at all.

The aim and objectives of a medium sized college audiovisual production service today have been clearly defined by the present Director of the Media Services Unit of the College of Librarianship Wales, who also lectures on the management of audiovisual production services to Master of Education and Diploma of Educational Technology students. Although he manages an audiovisual production service linked to the library of the institution, the aims of many services will be similar, in that they exist to to support the work of the institution in three main areas, teaching, library and administration.

"Teaching support.

Equipment, Media Courses Media Production Staff development"(1)

He believes that supporting the work of the teaching staff is the most important objective of the service.
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

"Library Support.

Specify and provide standards equipment
Maintain AV materials recording broadcasts" (2)

"College administration support.

Print- Microfilm- Publications Office Conferences Translating technology systems" (3)

He describes the application of these objectives at the College of Librarianship Wales:

"THE ROLE OF THE UNIT
The role of the Unit is threefold, providing an educational technology service to the teaching staff, supporting the college's information technology courses, and library media services.

1. Educational Technology
   (a) Advice on the application of structured audiovisual techniques to the teaching programmes.
   (b) The production of all types of audiovisual materials for use by the teaching staff and the library.
   (c) A demonstration service for software and hardware to support the curriculum.
   (d) A familiarisation service for teaching staff to ensure competence in all forms of audiovisual presentation, as part of a staff development programme.
   (e) Technical assistance in presentation of teaching materials where required.
   (f) The evaluation of teaching materials.

2. Information Technology Courses Support
   (a) Organise programmes of demonstration and instruction in the use of software and hardware.
   (b) Supervision of students undertaking projects which are to be presented in audiovisual form.
   (c) To provide and maintain teaching areas for information technology. Apart from demonstration areas, practical areas are provided for specialist courses e.g. University of Wales Degree of Master of Education, and the Diploma in Educational Technology.
   (d) The production of special audiovisual materials for teaching audiovisual media, reprography, computer databases, etc.
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

3. Library Media Services
   (a) To advise on the selection and use of audiovisual equipment.
   (b) To maintain library equipment.
   (c) To repair and copy audiovisual software.
   (d) To design and produce library publications.
   (e) The design and production of the colleges handouts, leaflets and other publications." (4)

The term audiovisual production service is considered by the Director of Media Services to have been somewhat limiting as this confines their roles, whereas the name Educational Service Units would have given them the opportunity to expand naturally. If this name had been applied in the first place there may have been no need for the development of Computer Units and similar educational support services.

20.2. PROBLEMS AFFECTING AUDIOVISUAL PRODUCTION SERVICES

20.2.1. VULNERABILITY
Audiovisual production services are extremely vulnerable. They attract much controversy and often their closure may be discussed.

It is a fairly commonly held belief by many academics that they could produce audiovisual materials better than those who actually do the work. The reasons for this must include a lack of awareness of the skills required in audiovisual production and a readiness to criticise the films and television programmes they watch. Thus audiovisual services are much exposed to negative criticism.

Undoubtedly other support services attract similar criticism, but the skills required to organise a large information collection or to program effective computer software are outside the experience of many academics, whereas most of them can and do use a camera, although the results may not always be of the highest quality!
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

A highly competent audiovisual services photographer, while showing the writer one of his excellent industrial photographs, told him that a visiting academic had looked at it and said "but anyone can take photographs" as if the production of a huge colour photograph of high quality was something that anybody could do. Unfortunately, possibly because we have become so accustomed to high quality television effortlessly presented in this country, we all have the tendency to think that we can do it better. We can all make a better film than Ken Russell or write a better book than Enid Blyton. Or can we?

Even in some of the leading learning resources services the attitude of the institution to the audiovisual production service can be schizophrenic. There are the champions of audiovisual production for teaching and learning purposes, there are those who believe the audiovisual production service is good because it makes extra money, and those who see audiovisuals, particularly video productions, as an essential part of the public relations armoury for pulling in students from various parts of the world. So there is strong support. There are equally those academics who have never felt the need to use audiovisual aids in their teaching, who as a result never come near the service, and who wonder what it is for. These will largely see the service as an expensive, marginal luxury, which, because they have never felt the need for it and know nothing about it, everyone can do without. On balance, the fact that these services still exist, suggests that the institution finds it of value.

20.2.2. STAFFING
Audiovisual Production Services are generally grossly understaffed and there are no accepted staffing standards for such units in the UK. Compared to the development and staffing of computer services in academic institutions, audiovisual services have always been the very poor relation. It has been suggested that this is because computing is seen to be academic, while
audiovisuals are not. Yet surely any service that can lead to a teacher becoming a more efficient and effective communicator is worthy of similar support?

Staffing levels can vary dramatically from Brighton Polytechnic with an audiovisual staff of 25 plus, including qualified television producers and an academic director, to the University College of Wales, Aberystwyth, with a staff of two technicians and no academic leadership. Yet both establishments have approximately the same number of students. The College of Librarianship Wales, with some 400 students, has a Media Services Unit with a staff of seven full time equivalents, including an academic director.

There are other problems related to staffing in those Central Service Units which were set up following the Brynmor Jones Report. Some of these concentrated on video production from the beginning, possibly because this seemed more academically respectable than the production of slides and overhead transparencies, which was considered technicians work. Such Units were often set up by ex-BBC and ITV television producers and they naturally concentrated on the production of television programmes, and in the process paid scant regard for the simpler audiovisual aids that most of the teaching staff could have benefited from. Thus it was easier to get a video programme made than a slide or an OHT. But their required involvement in the television production process was so time consuming that many academic teachers could not have spared the time even if they had a need for what is a very inflexible audiovisual presentation. With the result that many audiovisual production service television facilities were grossly under-utilised and the producers frustrated. This in part led to a number of audiovisual services closing. The service in Aberdeen University, the first to have full scale colour television production equipment, was also the first to be closed down. In 1986 the large and progressive service at Cardiff University also was closed and some of its facilities distributed to teaching departments. This
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

is not a satisfactory alternative to a central unit, however, as once facilities disappear into a department, the staff of other departments find themselves unwilling or unable to gain access to them.

20.2.3. PRODUCTION LEVELS
The amount and quality of work any unit can produce is very much dependent on the number of staff and their abilities. Even in the largest production services, for example that of Brighton Polytechnic Learning Resources, the number of productions per annum, even with a staff of twenty five, is somewhere in the region of 25 video programmes of professional standard. As there are thirty teaching departments, the number of people who benefit from the service's video productions is limited. The number of simpler audiovisual aids and projects completed, which mostly use graphic design and photographic services and include slides and overhead transparency sets and take two days or less to produce, is about three hundred and fifty. However, one of the difficulties of employing experienced qualified TV producers is that they will be much more interested in video programme production than in the simpler audiovisual projects. While the quality of these full video programmes is high and while it fulfils the wishes of the TV producers, the Head of Learning Resources cannot afford to let these TV programmes dominate the support given to teaching and learning.

Twenty five television programmes a year does not sound much, but in television terms, it is a high output. Television production is extremely complex, time consuming and to achieve professional standards it takes vast numbers of man hours. Yet to many people, who believe that all television production consists of is recording a picture onto a videocassette recorder, it does not look complicated, which is another reason why these services attract criticism.
20.2.4. LEADERSHIP
Most of the audiovisual production services which have survived as separate services or as part of learning resource services appear to have had strong support and articulate academic leadership. That leadership has become much involved in the politics of the institution, and this in turn has helped to maintain the support for the service. Where the service has no academic leadership, as at the University College of Wales Aberystwyth, the Unit has never grown beyond the two technical staff appointed in the late 1960's and has had no opportunity to make any real impact on the institution. A similar situation exists at the University of Keele.

20.2.5. FINANCIAL CUTS
Cuts have been imposed quite savagely on many audiovisual production services and, for both financial and administrative reasons, some have been closed down or decentralised. This is shown in TABLE 1. Thus the audiovisual production service has had a more unsettled time in its brief history than the library service.

In some other cases, cut backs have had beneficial side effects, as it has made television producers turn away from studio productions to location recording using simpler, portable equipment and resulting in better and more relevant programmes. It has also had the effect of making people more aware of the value of the simpler, less costly, more used and often more effective audiovisual aids.
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

TABLE 1 - INSTITUTIONS WHERE AUDIOVISUAL PRODUCTION SERVICES HAVE BEEN CLOSED DOWN, DE-CENTRALISED OR COMBINED WITH A SUPPORT SERVICE OTHER THAN THE LIBRARY.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date of foundation of AV Service</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath University</td>
<td>1970</td>
<td>The Educational Services Unit moved into the School of Education in 1987.</td>
</tr>
<tr>
<td>Bretton Hall CHE</td>
<td>1968</td>
<td>The Media Centre was disbanded in 1986, though elements of it still remain in the college.</td>
</tr>
<tr>
<td>University College Cardiff</td>
<td></td>
<td>The Centre for Educational Technology was closed down in 1986. There are now audiovisual technicians in various teaching departments.</td>
</tr>
<tr>
<td>Huddersfield Polytechnic</td>
<td>1960</td>
<td>Audiovisual Services were combined with Computing Services in 1978.</td>
</tr>
<tr>
<td>Lancashire Polytechnic</td>
<td>1978</td>
<td>The Centre for Educational Technology was closed in 1983/4 and such facilities that now exist are de-centralised and based in faculties and schools.</td>
</tr>
<tr>
<td>Leeds University</td>
<td>1965</td>
<td>The trend at Leeds has been towards greater decentralisation of audiovisual services.</td>
</tr>
<tr>
<td>University College, Swansea</td>
<td>1969</td>
<td>Closed-circuit Television Centre was combined with the Computer Centre.</td>
</tr>
<tr>
<td>West Sussex IHE</td>
<td>1977</td>
<td>Central Media Services was disbanded in Dec. 1986 and the technical staff distributed amongst major teaching programmes.</td>
</tr>
<tr>
<td>Wolverhampton Polytechnic</td>
<td>1970</td>
<td>The Audiovisual Aids Service was closed in 1986, when responsibility for audiovisual production and facilities passed to the three faculties.</td>
</tr>
</tbody>
</table>
Thus many audiovisual production services have experienced economic difficulties. In some cases the post of head of audiovisual services has been frozen or cut out altogether and the service has had to be linked or combined with another to give it academic leadership.

Most of the earliest examples of linked or combined services were the result of educational philosophies, but as a result of economic pressures, an increasing number of audiovisual production services have been linked or combined with other academic support services for administrative and organisational reasons.

Where educational advantage has been the motivating force, the most logical academic support service to join with the audiovisual production service, has been the Library. And in every case but two, where an audiovisual service has been linked or merged with another unit, it has been merged with the library service. This has also had the effect of largely protecting the audiovisual service from further cuts and criticism. In University College Swansea and Huddersfield Polytechnic, where the audiovisual service has been combined with the computer service, the linking has largely been for administrative reasons. There are no sound educational reasons for linking audiovisuals with computer services, although there are some common elements in the technology and some similarity in the roles of the two services. There is also an interesting side effect for the audiovisual service. Because Directors of Computer Services are accustomed to expensive equipment, should the head of the audiovisual service require a new video editing suite the Director of Computing would probably not consider this to be expensive. Whereas a Librarian would probably be unhappy with such an outlay, seeing it in relation to his bookfund, of which this cost would be a significant fraction.
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

20.2.6. ISOLATIONISM

A further problem for some institutions was the setting up of separate libraries in the audiovisual production service / resource centre, following the Brynmor Jones Report's recommendation that these services should do so. In some institutions these audiovisual libraries still exist, leading to both the library and the audiovisual production service being isolated from each other. In some cases there has been some form of co-operation with the institution's main library but a number of services still remain totally separate, as is shown in TABLE 2, overleaf.
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

TABLE 2. INSTITUTIONS WHERE THE AUDIOVISUAL PRODUCTION SERVICE HAS ITS OWN AUDIOVISUAL LIBRARY, CONSISTING OF ITS OWN PRODUCTIONS AND COMMERCIAL AUDIOVISUAL PRODUCTIONS. THE AVAILABILITY OF SUCH MATERIALS THROUGH THE MAIN LIBRARY OF THE INSTITUTION IS SHOWN.

**Availability in main Library**

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Polytechnics</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central School of Speech and Drama</td>
<td>Manchester Polytechnic</td>
<td>Bath, University of</td>
</tr>
<tr>
<td>Cambridgeshire College of Arts and Technology</td>
<td>Oxford Polytechnic</td>
<td>Bristol, University of</td>
</tr>
<tr>
<td>Christ Church College of Higher Education</td>
<td>Portsmouth Polytechnic</td>
<td>Durham University</td>
</tr>
<tr>
<td>Derbyshire College of Higher Education</td>
<td></td>
<td>Kent, University of</td>
</tr>
<tr>
<td>North Riding College</td>
<td></td>
<td>Leicester, University of</td>
</tr>
<tr>
<td>Ripon and York St. John</td>
<td></td>
<td>London, University of</td>
</tr>
<tr>
<td>St. Martins College, Lancaster</td>
<td></td>
<td>Loughborough University</td>
</tr>
<tr>
<td>St. Marys College of Higher Education</td>
<td></td>
<td>Sheffield University</td>
</tr>
<tr>
<td>Slough College of Higher Education</td>
<td></td>
<td>Warwick, University of</td>
</tr>
<tr>
<td>Trinity College, Carmarthen</td>
<td></td>
<td>York, University of</td>
</tr>
<tr>
<td>Slough College of Higher Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worcester College of Higher Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Statistical Summary**

<table>
<thead>
<tr>
<th>of audiovisual production services with their own libraries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges (11 Out of 51)</td>
</tr>
<tr>
<td>Polytechnics (3 out of 30)</td>
</tr>
<tr>
<td>Universities (10 out of 43)</td>
</tr>
</tbody>
</table>
CONCLUSIONS - AUDIOVISUAL PRODUCTION SERVICES

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2. Evans, Tom. Ibid.

3. Evans, Tom. Ibid.

CONCLUSIONS - SURVEY ANALYSIS

CHAPTER 21

SUMMARY OF FINDINGS FROM THE SURVEY

21. THE SURVEY

The detailed results of the Survey carried out as part of this work are to be found in APPENDIX 9. Analysis of these results is given in the following chapter.

NOTE. Where a * appears against figures in the various tables, any apparent discrepancies result from the small number of institutions who did not reply to the Survey, but about whom some information could be traced.

21.1. TYPES OF SERVICE

Out of the 128 institutions which fall into the categories of Colleges and Institute of Higher Education, Polytechnics and Universities, 124 are included in this work. From their responses to the Survey, it was possible to locate them in the four categories of academic support service identified. Each of these categories shows a stage in the development of relationships between the services and each is a natural progression from the previous one. Indeed some services (e.g. the Polytechnic of Wales - See Appendix 8) have passed through all four stages to become a combined service, which is still undergoing a developmental process.

The categories are:-

21.1.1. Separate predominantly print based library and audiovisual production service.
21.1.2. Separate multi-media library and audiovisual production service.
21.1.3. Multi-media library LINKED with the audiovisual production service.
CONCLUSIONS - SURVEY ANALYSIS

As these represent a developmental process, there are no hard and fast divisions between these stages and some overlap can be discerned. Some similarities can be found in some institutions in categories 21.1.1. and 21.1.2., and between 21.1.2. and 21.1.4. Equally there are similarities between categories 21.1.3. and 21.1.4. Some support services will pass through all four stages, some will miss out 21.1.3. altogether, while others will see this stage as a final goal in the development process.

These similarities depend upon the way in which the support services of the institution have developed, and there is no exact pattern of development. Conversation with Gordon Brewer concerning his research project on Colleges of Further Education, 21 July, 1987, (See History, 1986, B. Commentary) showed that out of the 70 returns he had received from Colleges of Further and Higher Education, he had identified 46 different variations of approach related to the organisation of libraries and audiovisual production services and other academic support services in those institutions.

However, it was felt that it would be a valuable exercise to locate these institutions into broad categories to give an indication of how far along the scale between 'no relationships' to 'full relationships' the institution had progressed over the period covered by this work.

As the library is the constant factor in all 124 institutions covered by the Survey, and indeed is known to exist in the four who did not respond to the Questionnaire and for whom few details could be ascertained, the analyses are based on the type of library service within the institution. For as is shown, not all the institutions in this group have audiovisual production services, and where they exist, their form and structure varies far more from one institution to another than does that of the library.
CONCLUSIONS - SURVEY ANALYSIS

As at 1 August, 1987, the support services in institutions of higher education can be categorised as follows:

TABLE 3 - BREAKDOWN OF SERVICES BY CATEGORY

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TYPE OF SERVICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRINT</td>
<td>M.MEDIA</td>
</tr>
<tr>
<td>COLL. of HE</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>POLYTECHNIC</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>52</td>
</tr>
</tbody>
</table>

21.1.1. CATEGORY 1 - PREDOMINANTLY PRINT BASED LIBRARY AND IN THE MAJORITY OF THE INSTITUTIONS IN THIS CATEGORY, THE SEPARATE AUDIOVISUAL PRODUCTION SERVICE.

TABLE 3 shows that there are still 26 institutions which have predominantly print based libraries.

In this type of library, the stock is made up almost entirely of print based items, either on paper or microform. The library has no policy of purchasing the more recent audiovisual materials, although it may have a small number of such items in its stock, which have arrived as components of print-based packages, or have been deposited by teaching staff. The Library may well have some user education or orientation programmes in audiovisual form which may have been produced by the audiovisual production service.

21.1.1.1. Within these 26 institutions, an analysis of section 1.3 of APPENDIX 9 (Institutions with separate audiovisual production services) shows that:
CONCLUSIONS - SURVEY ANALYSIS

TABLE 4 - AUDIOVISUAL PRODUCTION FACILITIES WITHIN INSTITUTIONS WITH PREDOMINANTLY PRINT BASED LIBRARIES

<table>
<thead>
<tr>
<th>FORM OF FACILITY</th>
<th>NUMBER OF INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate av production services +</td>
<td>17</td>
</tr>
<tr>
<td>Facilities within teaching departments or units, but available institution wide</td>
<td>3</td>
</tr>
<tr>
<td>Audiovisual production service combined with the computing service</td>
<td>1</td>
</tr>
<tr>
<td>No facilities or limited facilities within and for faculties</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL INSTITUTIONS</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

+These audiovisual production services vary from one 'Audiovisual Officer' to full scale production and presentation services.

21.1.1.2. An analysis of section 1.4. in APPENDIX 9, (which gives the availability of audiovisual materials) shows that of the nineteen institutions known to have both separate libraries and audiovisual production services, less than half co-operate over making in-house productions generally available.

TABLE 5 - THE AVAILABILITY OF THE PRODUCTIONS OF THE AUDIOVISUAL PRODUCTION SERVICE IN PREDOMINANTLY PRINT-BASED LIBRARIES

<table>
<thead>
<tr>
<th>AMOUNT OF IN-HOUSE PRODUCTIONS IN LIBRARY</th>
<th>NUMBER OF INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>10</td>
</tr>
<tr>
<td>SOME</td>
<td>7</td>
</tr>
<tr>
<td>ALL</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL INSTITUTIONS</strong></td>
<td><strong>19</strong>*</td>
</tr>
</tbody>
</table>
CONCLUSIONS - SURVEY ANALYSIS

Thus in less than half of the predominantly print based libraries some form of informal relationship with the audiovisual production service of the institution has developed in that copies of some or all of the productions of that service can be obtained in the library. Some libraries are also known to have used the facilities of the audiovisual production service for the production of its own programmes. The relationship may well not have progressed further than this however.

Within the majority of the institutions the relationships between the library and the audiovisual production service will be no stronger than with any other department of the institution. However, in some cases, as at University College of Wales, Aberystwyth and the University of Keele (See Appendices 1 and 2), the Librarian will be a member of the committee of the audiovisual production service, and a link is established which could be capable of further development.

In one case, that of the Central School of Speech and Drama, there is already a stronger relationship in that both services report to the Library and Resources Committee, which is chaired by the Librarian. Despite this, at present the Media Resources service still provides access to the more recent audiovisual materials, and the library remains predominantly print-based.

These predominantly print-based libraries will almost certainly have some form of print reproduction service (See Appendix 9, section 1.2.) and some have well developed Photographic Services, (See Table 19).

As has been shown, in a number of cases the audiovisual production service will provide access to its own and in some cases, purchased audiovisual materials. These institutions are covered in section 20.2.6. and TABLE 2.
CONCLUSIONS - SURVEY ANALYSIS

21.1.2. CATEGORY 2 - MULTI-MEDIA LIBRARY, AND IN THE MAJORITY OF THE INSTITUTIONS IN THIS CATEGORY, THE SEPARATE AUDIOVISUAL PRODUCTION SERVICE.

Table 3 shows that there are 52 institutions with multi-media library services.

In this type of library the service has undergone a natural development because it has accepted that it has a responsibility to acquire information in a variety of formats as well as print. In some cases such libraries will have few more of the more recent audiovisual materials than a predominantly print based library because for one reason or another, these materials are given a low priority by the teaching and/or the library staff. In other cases, significant collections of the more recent audiovisual materials are being built up. A greater percentage of these libraries will have some user education or orientation programmes in audiovisual form which may have been produced in conjunction with the audiovisual production service, as these libraries accept the value of these materials, and have more playback equipment and staff expertise.

21.1.2.1. Within these 52 institutions, an analysis of section 2.3. of APPENDIX 9 (Institutions with separate audiovisual production services) shows that:-
CONCLUSIONS - SURVEY ANALYSIS

TABLE 6 - AUDIOVISUAL PRODUCTION FACILITIES WITHIN INSTITUTIONS WITH MULTI-MEDIA LIBRARIES

<table>
<thead>
<tr>
<th>FORM OF FACILITY</th>
<th>NUMBER OF INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate AV. production services</td>
<td>42</td>
</tr>
<tr>
<td>Facilities within teaching departments or units, but available institution wide</td>
<td>3</td>
</tr>
<tr>
<td>Audiovisual production service combined with the computing service</td>
<td>1</td>
</tr>
<tr>
<td>Basic AV. production facilities provided by the library</td>
<td>1</td>
</tr>
<tr>
<td>No facilities or limited facilities within and for faculties</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL INSTITUTIONS</strong></td>
<td>*<em>51</em></td>
</tr>
</tbody>
</table>

21.1.2.2. An analysis of section 2.4. in APPENDIX 9, (on the availability of audiovisual materials) shows that of the forty four* institutions with both separate multi-media libraries and audiovisual production services, nearly all co-operate in making in-house productions generally available.

TABLE 7 - THE AVAILABILITY OF THE PRODUCTIONS OF THE AUDIOVISUAL PRODUCTION SERVICE IN MULTI-MEDIA LIBRARIES

<table>
<thead>
<tr>
<th>AMOUNT OF IN-HOUSE PRODUCTIONS IN LIBRARY</th>
<th>NUMBER OF INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td>3</td>
</tr>
<tr>
<td>SOME</td>
<td>29</td>
</tr>
<tr>
<td>ALL</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL INSTITUTIONS</strong></td>
<td>*<em>44</em></td>
</tr>
</tbody>
</table>
CONCLUSIONS - SURVEY ANALYSIS

Thus in all but three cases some form of relationship with the audiovisual production service of the institution has already developed to the extent that copies of some of the productions of that service can be obtained in the library. The library is also more likely to use the facilities of the audiovisual production service for the production of its own programmes.

These figures are significantly different to those for predominantly print based libraries in section 21.1.1.2. above. The difference can be accounted for by the development of the library from a print to a multi-media approach. Such a development usually involves the creation of a collection of permitted off-air video recordings, which will normally be made by the audiovisual production service. It is also logical at that stage to extend this collection by having copies of some or all of the audiovisual production service's productions in the library. At the same time the assistance of the audiovisual production service will be required for the maintenance of and possibly advice on the purchase of suitable equipment for the library. Thus a relationship develops between the two services which can be mutually beneficial, especially where the library takes on the sole responsibility for making available all the programmes produced by the service, enabling the service to concentrate on production and equipment supply and maintenance.

The strength of these relationships will obviously vary from one institution to another depending upon the extent of involvement, enthusiasms and personalities, but will usually be stronger in multimedia libraries with separate audiovisual production services than those found in category 21.1.1. - predominantly print based libraries with separate audiovisual production services.
21.1.2.3. In a small group of institutions (See Appendix 9, section 2.6.1.) the need for closer relationships between the services has been recognised and formalised through the committee structure. This group includes institutions where the library, the audiovisual production service and, in some cases, other central services, are responsible to the same Committee. Institutions in this group do not however have combined services that are co-ordinated by a named individual. This group includes four CIHE:— Derbyshire, Dorset, St. Marys and Worcester; Newcastle Polytechnic and Southampton University. At Southampton University, however, although each service still has its own Committee, all three Heads of Service and their Chairmen belong to the Information Services Advisory Group.

This responsibility to the same committee ensures at least an awareness at management level of the work of each others service, and a measure of co-ordination by the Committee. At its best, there will be well developed relationships between the management of the services, leading to a desire to co-operate and co-ordinate their services which also will have implications for their staff.

This increase in relationships between the multi-media library and the audiovisual production service confirms a statement made by Winifred Kenyon, when discussing the administrative links between Lancaster University Library and the Media Services Unit.

"The ... links ... have also been of inestimable value, enabling us to embark on a non-book policy, secure in the knowledge that the technical expertise, so vital to the successful maintenance of such a policy, would be available." (1)

21.1.2.4. These libraries will also have print reproduction services, (See Appendix 9, Section 2.2.) and some will have well developed Photographic Services (See Table 19).
CONCLUSIONS - SURVEY ANALYSIS

21.1.3. CATEGORY 3 - MULTI-MEDIA LIBRARY LINKED WITH THE AUDIO AUDIOVISUAL PRODUCTION SERVICE.

There are 11 linked library and audiovisual services administered by the librarian. The librarian runs his/her library service but also has administrative responsibility for the audiovisual production service, which may also have a head of service.

In most cases the creation of such a service was seen as an end in itself, and although some rationalisation in terms of finance and services may have taken place, the services remain separate units. This is the case at the College of Librarianship Wales. (See Appendix 5)

In a few cases, this was or is seen as a stage in development towards a combined service, as at Liverpool Institute of Higher Education and the Polytechnic of Wales. (See Appendices 6 and 8).

This linked stage of development is as far as the university sector has progressed. It is a development which appears to be attractive to some universities, usually for economic reasons. Although Sussex and Lancaster both developed this pattern for educational reasons, UMIST and Salford developed it later for economic reasons. Further moves during the second half of 1987 may be expected at Salford in relation to Computing Services; at Brunel in relation to the audiovisual production service; at UMIST in relation to audiovisual presentation services; and at Exeter in relation to part of the audiovisual production service.
CONCLUSIONS - SURVEY ANALYSIS

21.1.4. CATEGORY 4 - COMBINED MULTI-MEDIA LIBRARY AND AUDIOVISUAL PRODUCTION SERVICE.

There are 34 combined library and audiovisual services, situated in polytechnics and colleges only. There are no universities in this category, although current thinking at Southampton would suggest that it might be the first university to move into this category in the near future. Had developments taken place at Sussex as Dr. Brian Enright had planned, it would have been in this category for many years.

There are two forms of combined services. The first is a Co-ordinated service, which consists of a formal grouping of the Library and the Audiovisual Production Service each with their own heads of service, but co-ordinated by one person, often a Vice-Chancellor or Vice Principal or other member of the senior management team of the institution. This is the more common form, and is a development of the grouped services co-ordinated by a single committee found in category 21.1.2.3. above. The degree of co-ordination will depend upon the interests and enthusiasms of the nominated co-ordinator and the heads of the services, and the level of co-operation will vary. A rationalisation of services will have normally taken place, with the library being responsible for access to the productions of the audiovisual production service and other more recent audiovisual materials, and the audiovisual production service concentrating upon production and equipment supply. Such an organisational pattern will lead to co-ordinated service where the library and the audiovisual production service are located in separate parts of the campus. Such learning resource services usually use some variant of that title to describe themselves, and the 17 institutions that fall into this form of learning resource service are listed in APPENDIX 9, section 4.4.2.

The other form of learning resource service is that which has made an attempt to begin to integrate the services offered by the library and the audiovisual production service. These integrated
CONCLUSIONS - SURVEY ANALYSIS

learning resource services come under the control of a Head of Learning Resources, the majority of whom are librarians. At the least, such a service will be little different from a co-ordinated service described in the previous paragraph, although further integration will be planned. Services which have grown up as separate services within an institution and then have been combined cannot be expected to achieve total co-ordination overnight, far less can they be expected to achieve total integration overnight, and Brian Lanz discusses the reasons for integration and why this is a long term process in his article on "Integrated Learning Service Management". (2) The services which have moved farthest along the road to the fullest degree of integration possible are those which were created in the first half of the 1970's, their creation was based on sound educational reasoning and they were planned as integrated services from the beginning. Unfortunately, one of these, the City of London Polytechnic has, for a variety of reasons, drifted away from the intentions of its creator. The service that has achieved the fullest degree of integration so far is Brighton Polytechnic Learning Resources, and although Brian Lanz in his article attempts to preserve a degree of anonymity, it is not difficult to discover that he confirms this statement. (3)

Such an integrated service marks the highest point in the development of relationships between these two services. It is in this 'top end of the market' that services are to be found where generally the most significant developments are taking place and where the institution is getting the best possible range of services, which most closely meet the needs of the institution and its members.
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21.2. EXTENT OF RELATIONSHIPS
A conversion of the figures given in TABLE 3 above, to percentages illustrates a number of findings and trends more effectively.

TABLE 8 - BREAKDOWN OF SERVICES BY CATEGORY IN PERCENTAGES

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TYPE OF SERVICE</th>
<th></th>
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<th></th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
<td>PRINT</td>
<td>M.MEDIA</td>
<td>LINKED</td>
<td>COMBINED</td>
<td></td>
</tr>
<tr>
<td>COLL. of HE</td>
<td>6%</td>
<td>39%</td>
<td>6%</td>
<td>49%</td>
<td>100%</td>
</tr>
<tr>
<td>POLYTECHNIC</td>
<td>53.5%</td>
<td>13.5%</td>
<td>33%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>53.5%</td>
<td>37%</td>
<td>9.5%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>21%</td>
<td>42%</td>
<td>9%</td>
<td>28%</td>
<td>100%</td>
</tr>
<tr>
<td>SEPARATE SERVICES</td>
<td>63%</td>
<td>37% LINKED/COMBINED SERVICES</td>
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</tbody>
</table>

37% of all services are now either linked or combined services. This is a considerably higher figure than expected. If the small number of services who report to the same committee listed in 21.1.1. and 21.1.2. is added to this, the number of services with well developed and formalised relationships between the library and the audiovisual production service is increased by a further 4%.

Thus 41% of institutions have library and audiovisual services which, for a variety of reasons, have found it necessary to formalise and develop relationships between themselves.
In addition nearly all the multimedia libraries in section 3.2., and less than half of the predominantly print-based libraries in section 3.1., have developed informal relationships with their audiovisual production service. This represents a further 40% of the total number of institutions.

Thus since 1969, some 80% of libraries in higher education now have developed some form of informal or formal relationship with the audiovisual production service of the institution. As the development of relationships is a gradual process, it would not be possible to determine the precise point at which these began. However, the rate of growth of the creation of linked and combined services is shown in TABLE 11 below.

This significant majority confirms that it is advantageous for these services to relate to each other. Each have attributes the other can benefit from, and each exists to offer an service to the members of their institutions, a service which in some areas has been shown to overlap.

21.3. TRENDS
TABLE 8 shows that there are no polytechnic libraries left that can be called predominantly print based, and almost half have linked or combined services. There are very few colleges with predominantly print based libraries left, and again almost half of the colleges have some form of combined service.

Perhaps the most regrettable figure in TABLE 8 is that which shows that 53.5% of universities still have predominantly print based libraries, that less than half have multi-media libraries and only 10% have any form of formalised relationship between the two services. This puts the universities out of step with the colleges and institutes of higher education and the polytechnics. Yet all are institutions offering graduate and post-graduate courses, and have similar students with similar learning experiences and needs and have staff who should wish to
CONCLUSIONS - SURVEY ANALYSIS

TABLE 9 - ILLUSTRATING THE PRESENT STAGE OF DEVELOPMENT OF RELATIONSHIPS IN COLLEGES AND POLYTECHNICS

Resource Services in Colleges of Higher Education

Resource Services in Polytechnics

TABLE 9 - continued overleaf....
CONCLUSIONS - SURVEY ANALYSIS

communicate in the most effective way. It is increasingly
difficult to envisage a rationale which would allow universities
to continue to isolate themselves from the best of professional
practice in this way. Reasons why universities are so out of step
are given later on in these conclusions.

The position in the universities is particularly unfortunate as
it does mean that the members of the institution are not able to
gain access to the full range of information services they need
in the most convenient and economical way possible, at a time
when cutbacks are causing a deterioration of the often widely
scattered services available, and when many staff are finding
themselves with increasing and broadening work loads.

The Pie Charts which form TABLE 9 facing this and the next page
illustrate the present stage of development of relationships for
colleges, polytechnics and universities and in total in a more
visual way.

TABLE 10 shows the number of linked or combined services created
each year during the period 1969 to 1987.

| TABLE 10 - NUMBER OF NEW LINKED OR COMBINED SERVICES CREATED EACH YEAR 1969-87 |

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<td>2</td>
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</tbody>
</table>
CONCLUSIONS - SURVEY ANALYSIS

TABLE 9 - ILLUSTRATING THE PRESENT STAGE OF DEVELOPMENT OF RELATIONSHIPS IN UNIVERSITIES AND ALL INSTITUTIONS OF HIGHER EDUCATION

[Diagram showing the present stage of development in resource services in universities and institutions of higher education]

Print

Multi-media

Linked

Combined

Resource Services in
Universities

Resource Services in
Institutions of
Higher Education
CONCLUSIONS - SURVEY ANALYSIS

TABLE 11 shows the total number of linked and combined services over the same period.

TABLE 11 - TOTAL NUMBER OF LINKED AND COMBINED SERVICES EACH YEAR DURING THE PERIOD 1969-1987

The rate of growth is showing signs of a slight increase. Whereas separate audiovisual production services in institutions are slowly decreasing, there is an 'on-going' increase in the number of combined services that are being created. By the end of 1987 there will be possibly four more linked or combined services created, two at least may be in universities. Economic pressures are causing an increasing number of institutions to reassess their aims and objectives and structures to achieve them.
CONCLUSIONS - SURVEY ANALYSIS

21.4. FURTHER MOVES FOR FORMALISING RELATIONSHIPS
In addition to the successful moves which have taken place to combine these services, there have been moves within other institutions with predominantly print based or multi-media libraries which have not succeeded, for a variety of reasons which have been given in the HISTORY section. TABLE 12 shows these moves.

TABLE 12 - NUMBER OF INSTITUTIONS WHERE UNSUCCESSFUL OR UNCOMPLETED MOVES WERE MADE TO RELATE LIBRARIES IN THE PRINT AND MULTIMEDIA CATEGORIES WITH THE AUDIOVISUAL PRODUCTION SERVICE

It is noticeable how both the successful and unsuccessful moves have increased considerably since the economic crisis began in the late 1970's. TABLE 13 lists the institutions where unsuccessful or undecided moves to relate support services have taken place.
CONCLUSIONS - SURVEY ANALYSIS

TABLE 13 - NAMED INSTITUTIONS WHERE UNSUCCESSFUL OR UNCOMPLETED MOVES WERE MADE TO RELATE LIBRARIES IN THE PRINT AND MULTIMEDIA CATEGORIES WITH THE AUDIOVISUAL PRODUCTION SERVICE

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year of move</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open University</td>
<td>1969</td>
</tr>
<tr>
<td>Bath University</td>
<td>c1970</td>
</tr>
<tr>
<td>Worcester College of Higher Education</td>
<td>1973</td>
</tr>
<tr>
<td>Liverpool Polytechnic</td>
<td>1974</td>
</tr>
<tr>
<td>Coventry Lanchester Polytechnic</td>
<td>1975</td>
</tr>
<tr>
<td>University College of Wales, Aberystwyth</td>
<td>1976</td>
</tr>
<tr>
<td>St. Mary's College, Twickenham</td>
<td>1978</td>
</tr>
<tr>
<td>Bretton Hall College of HE.</td>
<td>c1980</td>
</tr>
<tr>
<td>Gwent College of HE.</td>
<td>c1980</td>
</tr>
<tr>
<td>Newcastle Polytechnic</td>
<td>c1980</td>
</tr>
<tr>
<td>Oxford Polytechnic</td>
<td>c1980</td>
</tr>
<tr>
<td>Reading University</td>
<td>c1980</td>
</tr>
<tr>
<td>North Riding College</td>
<td>1980</td>
</tr>
<tr>
<td>Westhill College, Selly Oak</td>
<td>1980</td>
</tr>
<tr>
<td>City University</td>
<td>1983</td>
</tr>
<tr>
<td>Derbyshire College of HE.</td>
<td>1983</td>
</tr>
<tr>
<td>Teeside Polytechnic</td>
<td>1983</td>
</tr>
<tr>
<td>Wolverhampton Polytechnic</td>
<td>1983</td>
</tr>
<tr>
<td>Cranfield Institute of Technology</td>
<td>1984</td>
</tr>
<tr>
<td>Leicester Polytechnic</td>
<td>1984</td>
</tr>
<tr>
<td>Southampton University</td>
<td>1984</td>
</tr>
<tr>
<td>Cambridgeshire College of Arts and Technology</td>
<td>1986</td>
</tr>
<tr>
<td>Exeter University</td>
<td>1986</td>
</tr>
<tr>
<td>Sunderland Polytechnic</td>
<td>1986</td>
</tr>
<tr>
<td>Hatfield Polytechnic</td>
<td>1987</td>
</tr>
<tr>
<td>Brunel University</td>
<td>1987</td>
</tr>
<tr>
<td>Keele University</td>
<td>1987</td>
</tr>
<tr>
<td>Southampton Institute of HE.</td>
<td>1987</td>
</tr>
</tbody>
</table>

+ this is also the date under which the institution appears in the History Section

21.5. RELATIONSHIPS WITH OTHER ACADEMIC SUPPORT SERVICES

The primary objective of this work was to consider the developing relationships between libraries and audiovisual production services. However, it was already known that some of the combined services contained other support services, including Computer Services, Educational Development Units, and reprographic or print services, amongst others. It was considered important that such related services should be seen as a whole, and the component parts of these services are listed in sections 3.2 and 4.2 in APPENDIX 9.
CONCLUSIONS - SURVEY ANALYSIS

Related services that incorporated Computer Services were seen of particular importance, as this affected the second objective of the work, which was to examine the effects of developments in information technology on these related services and other support services involved in information technology. TABLE 14 shows the number and growth of those institutions with related services which include library, audiovisual production service and computer service. TABLE 15 lists the institutions concerned.

TABLE 14 - NUMBER OF INSTITUTIONS WITH LINKED OR COMBINED SERVICES WHICH INCLUDE COMPUTING SERVICES

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>1980</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1982</td>
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<tr>
<td>1983</td>
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<tr>
<td>1984</td>
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<tr>
<td>1985</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td>1986</td>
<td></td>
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<tr>
<td>1987</td>
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</tbody>
</table>

TABLE 15 - NAMED INSTITUTIONS WITH LINKED OR COMBINED SERVICES CONSISTING OF LIBRARY, AUDIOVISUAL PRODUCTION SERVICE AND COMPUTER SERVICES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date of combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath College of Higher Education</td>
<td>1983</td>
</tr>
<tr>
<td>Bradford and Ilkley Community College</td>
<td>1982</td>
</tr>
<tr>
<td>Central London, Polytechnic of</td>
<td>1984</td>
</tr>
<tr>
<td>Ealing College of Higher Education</td>
<td>1984</td>
</tr>
<tr>
<td>Edge Hill College of Higher Education</td>
<td>1984</td>
</tr>
<tr>
<td>New College, Durham</td>
<td>1982</td>
</tr>
<tr>
<td>North Staffordshire Polytechnic</td>
<td>1986</td>
</tr>
<tr>
<td>North London, Polytechnic of</td>
<td>1987?</td>
</tr>
<tr>
<td>Ripon and York St John, College of</td>
<td>1984</td>
</tr>
<tr>
<td>Salford University</td>
<td>1987?</td>
</tr>
<tr>
<td>South Bank Polytechnic</td>
<td>1985</td>
</tr>
<tr>
<td>Trinity and All Saints College, Leeds</td>
<td>1985</td>
</tr>
<tr>
<td>West London Institute of Higher Education</td>
<td>1985</td>
</tr>
<tr>
<td>West Midlands College of Higher Education</td>
<td>1986</td>
</tr>
</tbody>
</table>
**CONCLUSIONS – SURVEY ANALYSIS**

**TABLE 16 – SOURCES WHICH GAVE THE IMPETUS TO RELATE SERVICES (BOTH SUCCESSFUL AND UNSUCCESSFUL ATTEMPTS)**

<table>
<thead>
<tr>
<th>Sources of Moves</th>
<th>1969</th>
<th>70</th>
<th>71</th>
<th>72</th>
<th>73</th>
<th>74</th>
<th>75</th>
<th>76</th>
<th>77</th>
<th>78</th>
<th>79</th>
<th>80</th>
<th>81</th>
<th>82</th>
<th>83</th>
<th>84</th>
<th>85</th>
<th>86</th>
<th>87</th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2?</td>
<td>29+2?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNAA</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Educational Technologists</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Librarians</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2?</td>
<td>20+2?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Joint Librarians/ Ed. Technologists</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>Joint Libns/Ed.Tech/Hds. of Computing</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Joint Librarians/ Hds. of Computing</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Moves</strong></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>4?</td>
<td>68+4?</td>
</tr>
</tbody>
</table>
CONCLUSIONS - SURVEY ANALYSIS

21.6. SOURCES OF PRESSURE FOR FORMALISING RELATIONSHIPS BETWEEN THESE SERVICES

A further analysis of the statistics presented in section 21.4 (FURTHER MOVES FOR FORMALISING RELATIONSHIPS) above, is given in TABLE 16 (opposite). This shows where the pressure for formally relating services came from in connection with both the successful and the unsuccessful moves made within institutions. It must be appreciated that the source shown is the person who exerted the pressure, which does not necessarily reveal the original source of the idea.

It may well be that the influence of CNAA on institutions to combine support services is greater than is shown - certainly CNAA will have had some influence on both the Management of the Institution as well as the Librarian. It is also noteworthy that Librarians are second only to the Administration of the Institutions as sources of pressure.

21.7. RESPONSIBILITY FOR LINKED AND COMBINED SERVICES

The majority of those who are responsible for related services are librarians, in 32 of the 46 services. Of the non-librarians, the majority are senior academics in the directorate team of the institution. Where this is the case, it is usual for each of the services to retain their own head, each service is responsible to the same co-ordinating committee and all the heads report to the same person, who acts as co-ordinator. Only in a very few cases is the service controlled by either an educational technologist or a computer specialist, and these instances are given in the HISTORY Section.

21.8. CHANGES IN MANAGEMENT STRUCTURES

There have been a small number of linked and combined services set up over the years where the management structure has been changed for a variety of reasons. At one extreme, the desire of a Principal to give one of his 'buddies' an important post led to
CONCLUSIONS - SURVEY ANALYSIS

the break up of a co-ordinated learning resources service, and at the other extreme, the resignation of the enthusiasts who set up the services originally, led to a change in approach and enthusiasm for the concept. In every case, however, some form of relationship between the services has been maintained, although it may not now be as strong as it was.

TABLE 17 - CHANGES IN MANAGEMENT STRUCTURE IN SOME LINKED OR COMBINED SERVICES

City of London Polytechnic. From 1972 - 1983 the Library and Learning Resources Service was run as a co-ordinated service under the control of the Librarian/Head of Learning Resources. In 1983 the Library, Media Services and the partially disbanded Educational Development Service each had its own Head, the service being co-ordinated by a member of the Directorate.

City University. During 1982 - 1985, the Library had the remnants of the Centre for Educational Technology attached to it. In 1985 it became a separate section under the general supervision of the University Secretary's Office.

Dorset Institute of HE. This was a combined service during 1980 - 1982. In 1982 each service once again had its own head, but close co-operation between the library, the audiovisual production service and the computer unit are maintained. All three service report to the same committee.

Edge Hill College of HE. During the period 1973 - 1984 this was a co-ordinated service under the control of a Head of Learning Resources. Following the retirement of the Head of Learning Resources, in 1984 each service, the Library, Technical Services and the Computer Unit had their own Heads of Service and all are grouped together as Learning Services, and responsible to the Deputy Director and the Learning Services Advisory Group.

South Bank Polytechnic. From 1981 to 1984 the Educational Technology Service was linked to the Library under the control of the Head of Learning Resources. The Library, the Educational Technology Unit and the Computer Unit are now co-ordinated by the Deputy Director and all report to the same committee.

Worcester College of HE. In 1984 Media Resources was linked to the Library under the control of the Librarian. In 1985 the College appointed a Head of Media Resources and developed this as a separate service. The Library, Media Resources and Computing Services are now responsible to the Learning Resources Policy Committee.
CONCLUSIONS - SURVEY ANALYSIS

21.9. PRE-DOMINANTLY PRINT BASED LIBRARIES AND MULTI-MEDIA LIBRARIES WITH THEIR OWN PHOTOGRAPHIC SERVICES

An analysis of sections 1.2. and 2.2. of APPENDIX 9 shows that some print and multi-media libraries have well developed Photographic Services, undertaking in many cases not only the more traditional photographic processes, but also the production of slides and overhead transparencies. (See Case studies for University College of Wales Aberystwyth, and University of Keele in APPENDICES 1 and 2).

TABLE 18 - INSTITUTIONS WHERE THE LIBRARIES HAVE THEIR OWN PHOTOGRAPHIC OR REPROGRAPHIC FACILITIES

<table>
<thead>
<tr>
<th>Abbreviations:</th>
<th>copy = Photocopying</th>
<th>foto = Photographic</th>
<th>mf = Microfilming</th>
<th>print = Printing</th>
</tr>
</thead>
</table>

**PREDOMINANTLY PRINT BASED LIBRARIES**

- Aberystwyth, University College of Wales
- Cambridge University
- Cardiff, University College
- Cranfield Institute of Technology
- Keele, University of
- Loughborough University of Technology
- Manchester University
- Nottingham, University of
- Oxford, University of
- Reading University
- Swansea, University College of
- York, University of

**MULTI-MEDIA LIBRARIES**

- Birmingham, University of *
- Exeter University
- Hull, University of
- Kent, University of
- Liverpool Polytechnic
- London, University of
- Sheffield University

**SERVICES OFFERED**

- copy, foto, mf, print
- copy, foto, mf.
- copy, foto.
- Graphic design
- copy, foto, mf.
- copy, foto, mf.
- copy, foto, print.
- copy, foto, mf.
- copy, foto, mf.
- copy, foto, mf.
- copy, foto, mf.
- copy, foto, mf.
- copy, foto, mf.
- copy, foto, mf.
The first point to note is that all these libraries, with one exception, are university libraries. The exception is Liverpool Polytechnic, where the Librarian decided that as the Polytechnic did not, and still has not provided properly organised audiovisual production facilities for all staff and students, that somebody should. He therefore took on the responsibility as part of the natural development of the library service. He does not provide a full learning resources service, however, although he would wish to do so.

It has already been pointed out that some of these university library photographic services have taken on additional roles, such as overhead transparency production, in addition to the more modern photographic techniques of slide copying and rostrum camera photography which includes making slides and photographs from printed documents. Thus some of these central photographic services organised by the library have already developed services for the production of the simpler audiovisual aids for members, usually the teaching staff, of the institution.

Some of these photographic services have been shown to have been created before the Brynmor Jones Report was published, and some have developed additional services to deal with the production of the simpler audiovisual aids since. Why then has the logic of developing these services to deal with the full range of audiovisual aids and programmes passed these libraries by?
Is it, as has been suggested in the first Case Study, that the library should undertake the production of still pictures while others undertake the production of moving pictures? Will the teaching staff and students of the institution fully understand such a division? What is the subtlety of this division between still and moving pictures? For it is not true to say that all the sophisticated audiovisual aids and programmes use moving pictures. Tape slide programmes are slides with a recording of a written text. Some video programmes are either compilations of collections of slides or contain some sequences made up of still pictures.

Has the technology proved to be the stumbling block? But even this cannot be used as an argument, for university librarians have employed professional or experienced photographers who are not librarians to run their photographic services. There does seem to be a need to establish exactly what services the members of the institution require and are likely to require, to create an aim and objectives to meet these needs and to reassess and rationalise existing services to meet these needs.

If one then compares the relationship of these libraries with photographic services to the audiovisual production service of the institution, (where it exists) further questions are raised. An analysis of sections 1.4. and 2.4. in APPENDIX 9 is shown in TABLE 19.
CONCLUSIONS - SURVEY ANALYSIS

TABLE 19 - INSTITUTIONS WITH LIBRARIES WHICH HAVE PHOTOGRAPHIC SERVICES, AND WHERE THE AUDIOVISUAL PRODUCTION SERVICE:-

A. makes its own productions available
B. has its own audiovisual library, consisting of its own productions and commercial audiovisual productions,
C. makes its productions available for use in the Library of the institution.

<table>
<thead>
<tr>
<th>Library or Institution</th>
<th>-A-</th>
<th>-B-</th>
<th>-C-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberystwyth, University College of Wales</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Cambridge University</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Keele, University of</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Loughborough University of Technology</td>
<td>Y</td>
<td>Y</td>
<td>some</td>
</tr>
<tr>
<td>Manchester University</td>
<td>Y</td>
<td>all</td>
<td></td>
</tr>
<tr>
<td>Nottingham, University of</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Oxford University</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Reading University</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Swansea, University College of</td>
<td>Y</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>York, University of</td>
<td></td>
<td>Y</td>
<td>some</td>
</tr>
</tbody>
</table>

MULTIMEDIA LIBRARIES

<table>
<thead>
<tr>
<th>Library or Institution</th>
<th>-A-</th>
<th>-B-</th>
<th>-C-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exeter University</td>
<td>Y</td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>Hull, University of</td>
<td>Y</td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>Kent, University of</td>
<td></td>
<td>Y</td>
<td>some</td>
</tr>
<tr>
<td>Liverpool Polytechnic</td>
<td>Y</td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>London, University of</td>
<td></td>
<td>Y</td>
<td>some</td>
</tr>
<tr>
<td>Sheffield University</td>
<td></td>
<td>Y</td>
<td>some</td>
</tr>
</tbody>
</table>

The majority of the print based libraries with their own photographic services in this group have no developed relationship with their audiovisual production services, with two results. All the audiovisual production services provide access to their own productions and in two cases, there is a form of library service which includes commercially produced audiovisual materials. Secondly, the photographic facilities provided by the library will usually have been duplicated in some form in the audiovisual production service. The situation at University College of Wales Aberystwyth, for example, shows this clearly. In less than half these institutions, some of the productions of the audiovisual production service are now included in the library, thus marking the beginning of some form of relationship between the two services.
CONCLUSIONS - SURVEY ANALYSIS

The same two results apply to the Multi-media Libraries except that all these have developed some form of relationship with the audiovisual production service in that some of their productions are available in the library.

Ultimately, one is left with the question - are the teaching staff and students of the institution best served by this arrangement. Are their needs being met in the most convenient way? Does this show a failure on behalf of the institution and/or the two services to rationalise and to some extent economise to everybody's advantage?

Some Library Photographic Units did develop into the audiovisual production service of the institution. The Case Study of Southampton University (See Appendix 4) shows that the University Library Photographic Service formed the basis of the Teaching Media Department, although it passed out of the control of the then librarian as he felt he did not have the expertise to manage such a service.

BIBLIOGRAPHY


3. Lanz, Brian. Ibid.
CONCLUSIONS - AMALGAMATION

CHAPTER 22

AN EXAMINATION OF THE HYPOTHESIS THAT IT IS IN THE INTERESTS OF THE INSTITUTION THAT THE LIBRARY AND THE AUDIOVISUAL PRODUCTION SERVICE SHOULD BE AMALGAMATED TO FORM A SINGLE SERVICE

22.1. THE ACQUISITION OF INFORMATION

In conversation, Evan Jones, the Director of the Educational Resource Service, (the Yorkshire Consortium for Education Joint Services) stated that the acquisition of information should be a "one stop shop". (1)

Essentially any pattern of organisation that involves the enquirer having to go to more than one location to obtain all the information he needs, results in a waste of that person's time. In academic institutions, the amount of time spent by teaching staff, and by researchers, in trying to obtain the information they require and the means to communicate it has serious implications.

Firstly, as the numbers of staff in academic institutions are being reduced and the work loads of those remaining increases, time becomes increasingly precious. For the teacher, whose teaching hours and administrative responsibilities are increasing, well organised support services designed to meet his needs are essential if he is to be enabled to carry out his work efficiently and effectively. For the institution, with reducing funds and facilities, and whose greatest financial commitment is staff salaries, the way the teacher spends his time should be of major importance. All services should be organised to ensure that the teacher's time is being used cost-effectively.

To have a situation where academics are passed or have to pass from one service to another to obtain the materials they require to teach; where information is scattered, often unrecorded,
CONCLUSIONS - AMALGAMATION

throughout an institution; and where barriers are erected, consciously or unconsciously, between the conscientious seeker and the information, can be in no-one's best interests.

When this was discussed during the case study visits, at least three of the librarians of separate services agreed that the necessity of visiting two services to have assistance in audiovisual aid and programme production and presentation could well be off-putting to some teaching staff. At Southampton University, for instance, because the Teaching Media Department has maintained premises in the Library and because of the close relationships that exist between the two departments, the Librarian had not believed that users were being caused inconvenience. Until recently the three central services had been able to have a fairly separate identity and a clear mandate, and although there were instances of activities which involved more than one service, these were of a relatively minor nature and at a low level of activity. But the growth in diversity of media and the development of the use of computers, has inspired a change in this University in that the three Heads of central services can see that the entanglement of their services may become a major feature in the future, rather than the minor feature it has been in the past.

Secondly, there is a further and serious educational danger here. If the process of obtaining information and the means to communicate it is time consuming, then teachers under pressure will inevitably have to place it low on their list of priorities and will fall back on traditional methods and 'last year's notes', resulting in less effective teaching by them and less effective learning by their students.

Thirdly, where the teacher and learner are not able to obtain the support they require in the most efficient way, there are serious implications for management. For the management of the institution, this represents a failure to over-ride the traditional autonomy of the various parts of the institution in
the interests of enabling the teacher to teach and the student to learn under optimum conditions, for that is what the institution exists for. It represents a failure to achieve the aim and objectives of the institution, but as is clearly shown, many institutions have not even defined their aim and objectives. For some managers of support services, it represents a failure to organise their services to offer the best possible service to the user, and the emphasis must be on the word 'service'. It represents a failure to learn from what others in the same professions are achieving and to apply it to their own situation. How can the quality of service being provided to the staff and students of one institution who have access to a progressive, integrated learning resources service, be equated to the service offered to the staff and students of another who have access to a traditional predominantly print based library service, and a separate audiovisual production service providing its own 'library' and where the levels of co-operation between the two are minimal, or indeed non-existent? The staff are essentially the same, the students are essentially the same, it therefore must be assumed that their teaching and learning needs are the same, yet the quality of the support they are given is different. To take it further, the type of staff and students found in colleges and institutes of higher education, polytechnics and universities, all teaching or taking degree courses awarded by universities or validated by CNAA, have considerable similarities, yet the level of the quality of the support services they have to use varies considerably.

Academic support services have much to learn from other organisations. Developments in the retail trade are towards the 'one stop shop', the hypermarket, the supermarket, the big store, where all the customers shopping requirements can be met under one roof. The small shop, offering but one aspect of the customers needs, has suffered in consequence, many of them having closed down from lack of business, as they have been unable to meet their customers requirements. Customer pressure is now resulting in the more successful progressive retailers becoming
CONCLUSIONS - AMALGAMATION

increasingly aware of their customers needs. This is shown by the move towards organic foodstuffs, a wider range of merchandise and services. In industry, there are an increasing number of small companies being acquired by the major industrial groups, because they make a product which the group requires and there are obvious advantages in having the manufacturer as part of the group.

Why should the situation for the library, the audiovisual production service, the computer unit be different? They all offer some aspects of the information that the customer, the teachers and the students, need. Educational requirements, customer needs and convenience, organisational efficiency, economic pressure, developments in information technology, will ultimately cause these services to combine, or fail.

It can also be claimed that 'small is beautiful' and there are many who regret the passing of the small retailer. This regret is usually related to the friendly, personal service some small retailers gave, but not necessarily to the range of materials available. But most libraries in higher education cannot now be likened to the small retailer, indeed in most polytechnics and universities they would already equate with the 'hypermarket', except that most libraries have retained the tradition of high quality personal service. Thus if this standard of service can be retained, and a further range of services added to truly make this the central academic support service, then it is to the institution's advantage. The key to the success of a large organisational unit would appear to be the quality of service offered and this is an area where libraries have excelled in the past.

22.2. USERS NEEDS
Support services, which theoretically exist to meet the needs of the members of the institution, must re-examine themselves and their relationships with other support services to see if their patterns of organisation and the systems they use meet their
users needs in the most efficient way possible. This means that many such support systems must attempt to find out what their users needs really are. This thesis shows that some support services have not attempted to assess their users needs in any positive way but provide a service which is little changed over the years and which the organisers of those services believe their users require. But as their links with staff and students are weak; as no new services have been tried out to 'test the market'; many academic staff are traditional in their approach to teaching; and many students are unable to express their needs and preferences; it is not surprising that little change takes place.

Of course it is appreciated that in recent years, drastic economic reductions imposed by a government which itself appears not to have assessed the needs of the people it represents, have created enormous difficulties for academic support services. Audiovisual production services appear to have suffered most, libraries next, while computer services appear to have had some support from government bodies. But even the reasons for this support are in themselves suspect. With a result that the present range of services offered by the support services have suffered. But as some of them have not assessed their users needs, do not have any stated aims and objectives, could it be that the services they offer are not precisely what their users want and that some practices could be discontinued and others instituted without extra cost?

If such support services were required to be financially self supporting, many would quickly be bankrupt. No commercial concern could survive if it displayed such a sublime disregard of its customers needs.
22.3. AIM AND OBJECTIVES

Until the precise information needs of the members of the institution are known, it is impossible to develop a precise set of aim and objectives for an information support service to meet these needs. Nor can the provision of a really efficient service be measured in purely economic terms. There has to be a continuous reassessment of users' needs, and the adjustment of policy and practice to take account of those changing needs.

There tends to be an 'inbred' understanding in the minds of many practitioners in long established careers and professions that they know what their 'customers' require, or worse, what is best for them, and this has led to a failure to develop up to date services to meet actual needs. One has only to examine the antipathy of many people towards solicitors, the hospital service and politicians to confirm this. Librarians also still suffer from an poor public image, and regrettably, many of them have only themselves to blame for this. But the image is poor because they do not provide the service people need in the manner in which they need it.

Many academic institutions either have no stated aim and objectives or those they have are vague. Inevitably, many support services within these institutions suffer from the same lack of direction.

As a result, Nancy Fjallbrant, drew up what appeared to be a sound general statement of objectives for an academic library service, in 1975. These needed some slight updating to include the implications of the use of the more recent audiovisual materials within the library and the institution, but they do provide a basis for a statement of the aim and objectives of a progressive teaching and learning information support service today.
"AIM To organize learning resources to meet teaching, learning and research needs of staff and students.

OBJECTIVES
(i) To obtain all relevant information materials for present and future needs.
(ii) To organise the information so as to permit and stimulate its use.
(iii) To adapt these resources and services to meet changing needs.
(iv) To act as the centre and co-ordinating agency for all the information required by users."(3)

The reasons for combining or linking library and audiovisual production services become more apparent if one can accept these as a general aim and objectives of a library service within an academic institution. Obviously, each institution will have its own special needs which would need to be incorporated into its own statement.

22.3.1. AIM
The aim "to organise learning resources" shows that the library is concerned to make available all information of value to its users, regardless of the form in which it is published. "to meet teaching, learning and research needs of staff and students" means that their needs are of paramount importance in the organisation of such materials. Some libraries do not yet have such an aim, seeing their responsibility ending with print-based materials and leaving it to others to take on aspects of their work, without considering the inevitable consequences.

22.3.2. OBJECTIVE (i)
The first objective - "to obtain all relevant information for present and future needs" means that the library must consider all useful developments in information technology, such as the use of the Compact and Laservision discs as data banks, computer and interactive video programs and any new form of information storage or information manipulator as they appear. The library could not achieve such a development without the strong advisory support of both the audiovisual production service and the computer service, and the centralisation of all these materials in the library has serious implications for these services as well.
22.3.3. OBJECTIVE (ii)
The second objective - "To organise it to permit and stimulate its use" means not only having the materials openly displayed but also providing well designed facilities by which people can interact with the material. The Library of the Singapore Polytechnic now has 87 videocassette players for staff and student use in the library, and this does not include the machines in the teaching areas of the Polytechnic. The Polytechnic of Wales Learning Resources Centre is planning to have 130 computer terminals in its new library extension, presently under construction. Developments of such size could only take place either with the strong technical support of the audiovisual production service and the computer unit, or by the library employing its own audiovisual and computer technicians. But this would inevitably duplicate staff and facilities already available in the institution, and confuse still further the situation for the users of these services.

22.3.4. OBJECTIVE (iii)
The third objective is of particular importance. "To adapt resources and services" means that the library no longer plays a passive role in the provision of information, and the acceptance of this is critical to the understanding of the educational reasons for combining the two services. Although the library may have the information the teacher needs, it may not be in a suitable form for him to use in his teaching. For example, he may have found pictures in books and periodicals, but he needs them converting into slides so that he can present the information to his students to increase their understanding and heighten their awareness. Should the library accept the responsibility for this or should it pass the user to another service to fulfil this aspect of his needs? But if the aim of the library is to "organise learning resources to meet teaching needs", passing the user to another service is an abdication of responsibility. Yet many libraries are already organising some aspects of learning resources to meet users needs. Nearly all libraries have
copying services for print, some have services which adapt print based materials into microform or slides - even some of the predominantly print based libraries have photographic services to produce basic audiovisual aids in the form of slides and transparencies made primarily, but not only, from library materials. Some have copying services for audio or video recorded materials.

Thus adapting information to some extent to meet the needs of its users is already a library responsibility. Some libraries already see this as a complete responsibility but to do so it must have the audiovisual facilities and expertise to enable this to happen. To enable the user to be served most efficiently it is axiomatic that these facilities should be part of the library service. However strong the relationship is between the library and the audiovisual production service, if the academic has to first obtain the information he requires from the library and then has to go to another department in the institution to get the work done, then his time is being wasted. Separated services makes life more difficult for their clients.

22.3.5. OBJECTIVE (iv)
The final objective is also crucial to the linking of the services and follows on from the last point. The library should "act as the centre and co-ordinating agency for all information required" by the members of the institution, otherwise you are back to a situation where the information you need is scattered throughout the institution and obtaining it is much more difficult and time consuming. If the library should be the single port of call for all information then the role of the necessarily linked audiovisual service becomes clear. It is there to enhance the information provision process by creating unique information materials where required or adapting available information to meet the specific needs of staff and students. There are thus very strong educational reasons for linking the library and the audiovisual service in a progressive institution.
CONCLUSIONS - AMALGAMATION

Librarians with experience of combined services who took part in the Case Studies supported this belief. One librarian believes that support services must be integrated in order to maximise their effectiveness. He does not believe that it makes sense to separate them any longer and he becomes more enthusiastic for integration as his service develops. He has set up his present management pattern because he believes this to be the only structure suitable for the realisation of this aim.

The aims and objectives of his service are defined as the design, production, acquisition, storage and exploitation of the teaching and learning materials relevant to the Polytechnic. He states:

"The Library, together with the Media Resources Unit, forms the Learning Resources Centre of the Polytechnic. It plays a key role in the educational life of the institution, providing learning materials to meet the needs of all students and staff." (4)

Another stated that he did not see the role of his service simply as disseminating commercially available information. He is firmly convinced that the Learning Resource Centre is there to produce materials to meet needs if no suitable materials already exist. He sees the role of the Learning Resource Centre to provide information and produce teaching/learning materials in whatever form they are needed, or to recreate information in a form in which the particular member of staff or student requires it.
CONCLUSIONS - AMALGAMATION

22.4. SUMMARY OF THE LINKS BETWEEN THE LIBRARY AND THE AUDIOVISUAL PRODUCTION SERVICE

Diagram 1 attempts to map out most of the links between the two services.

**Diagram 3 - Links between the Library and the Audiovisual Production Service**

**Library**

- Materials for Teaching/Learning
  - Equipment: information about; loan of; and availability in the library
  - User education
  - Links with teachers.
  - Sources of availability of audiovisual materials
  - Origination of audiovisuals - subject information; materials suitable for use in audiovisual production.
  - Organisation and availability of in-house productions

**AV Production Service**

- Presentation of audiovisuals throughout the institution.
  - Equipment: design of facilities; purchase; standardisation; maintenance.
  - Staff and student development
  - Production of audiovisuals
  - Links with others - administration external

These links are hopefully self-evident from the diagram, but it is worth expanding on some of them.
CONCLUSIONS - AMALGAMATION

22.4.1. EQUIPMENT
Once the library begins to take the more recent forms of audiovisual materials, of necessity it needs equipment to play them back to users. But should the library only be responsible for the provision of equipment in the library or should it be responsible for the equipment around the institution on which the teacher is going to present the library's own and his information materials? Almost all combined library and audiovisual services are responsible for the provision of all audiovisual equipment in the institution.

Once a library has appreciable amounts of audiovisual and computer equipment it needs technical support if it is to offer a service as free as possible from breakdowns and inadequate equipment. The equipment in the rest of the institution also needs the same technical support and it would be uneconomic to have two groups of experienced technicians doing the same work. It is cheaper and quicker to maintain equipment 'in-house' than it is to use outside contractors. A combined library and audiovisual service usually includes all these activities within the one service.

How is suitable equipment going to be purchased most economically to meet the heavy demands made upon it in the teaching/learning process, both in the library and in the rest of the institution? Tied in with purchasing, of course, is standardisation. There are a number of institutions where there has been no co-ordination over the purchasing of videocassette recorders, for example, and some departments have VHS, some Betamax, while the audiovisual service has U-matic. What a nightmare for servicing, for the library in the process of making video programmes available and for the audiovisual service in copying from one format to another. It is also the most uneconomical way of purchasing equipment because it stops the institution from arranging bulk purchases at considerable discounts. One university has recently appointed a purchasing officer deliberately to try to impose some
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form of standardisation on the institution so it can benefit from large-scale purchases and maintenance agreements. Many of the combined library and audiovisual services already undertake this work effectively for their institution.

22.4.2. LINKS WITH ACADEMIC TEACHING STAFF
Many libraries have closer links or ties with the academic teaching staff through representation at departmental meetings and/or through departmental library representatives than does the audiovisual service. In a combined library and audiovisual service the same links can be used by both the library and the audiovisual sides of the service, making the audiovisual staff more aware of the needs of their potential users and vice versa. The library knows about sources of audiovisual materials, thus it can save the audiovisual service making programmes that somebody has already made. There is a real problem within many separate university audiovisual production services in that they keep 're-inventing the wheel'. One Head of Service remarked that when academic staff come back from conferences having found out that a particular university is making a programme on a topic, they suggest to him that they should produce one on the same topic as well. So they end up making the same programme, but doing it differently. If, as should happen, and does happen in a combined service, the library checks what materials already exist before a programme is commissioned by the audiovisual service, the unnecessary duplication of materials will be dramatically reduced. The library is also in a position to provide subject or background information to programme production and will be able to provide a wide range of materials from its stock suitable for making into audiovisual aids. In a combined service, such collaboration can be a normal procedure.
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22.4.3. LIBRARY REPRODUCTION FACILITIES
In addition the Library needs reproduction facilities for photocopying or microfilming, and also for off-air recording of television and radio programmes. This can be undertaken by the audiovisual service. In return the library can help the audiovisual service by organising the storage and dissemination of its productions, making them freely available to everybody within, and where applicable outside, the institution. There is no need for the audiovisual service to undertake librarianship tasks or vice versa. At the same time the Administration of the Institution can make use of the audiovisual production facilities to supply far better public relations materials than in the past and at less cost. This helps to increase the reputation of the audiovisual service and the library, in the case of a combined service.

22.5. THE ADVANTAGES AND DISADVANTAGES OF COMBINED AND SEPARATE RESOURCE SERVICES

22.5.1. COMBINED SERVICES - ADMINISTRATION

22.5.1.1. THERE SHOULD BE A SIMPLIFICATION OF MANAGEMENT AND ADMINISTRATIVE STRUCTURES WITHIN THE INSTITUTION
As far as the Directorate of the institution are concerned, either form of combined service will achieve this. The span of control of the head of the institution will be reduced, and co-ordination of two or more academic support services through one person is achieved. A single committee will usually service both or all support services.

In a co-ordinated service the amount of management and administration involved will be somewhat greater than that of an integrated service. The effectiveness of this co-ordination will depend upon the amount of time the Co-ordinator is prepared to commit, as he will normally have other responsibilities within the institution.
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22.5.1.2. ECONOMIES MAY BE POSSIBLE IN STAFFING AND RESOURCES
If it is an integrated service, only one head of service is required, although the grading of this post will normally be higher than that of a head of a separate service. Within the service there will usually be section heads with different responsibilities, as there would be in any large library service, but they will be co-ordinated by one head of service. Economies in secretarial services, facilities and accommodation may be possible.

In the case of a co-ordinated service, there will still be two or more heads of service reporting to one overall co-ordinator. Economies in secretarial staff, facilities and accommodation will therefore be less easy to achieve than in an integrated service. However, more economic use of other equipment and facilities can be achieved through co-ordination of resources.

22.5.1.3. THE INSTITUTION SHOULD BENEFIT FROM THE ABSENCE OF CONFLICT BETWEEN SERVICES
In any combined service which is effectively co-ordinated this will be a minimal problem. Problems created through a lack of understanding of each others work on the part of staff of the various arms of the service, or concerning the best location of resources can be resolved at management level. The greater the degree of integration, the less the problem. While conflict has not been a major problem in any of the Case Studies, developments in information technology had the potential to create such difficulties in at least one of them.

22.5.1.4. THERE IS A GREATER LIKELIHOOD THAT LIBRARY AND TECHNICAL STAFF WILL WORK TOGETHER MORE EFFECTIVELY
As all are working for the same management, and to achieve the same aim, this should be the case, in theory at least. The conclusions gained from this research suggest that just how effective this is that it depends upon how and why the combined service was created, and how they are managed. In the earliest
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combined services and those created later for sound educational reasons and which have developed a degree of integration, it is true that a blurring of roles can be seen to be taking place, and the participative management found in some of them ensures that staff are fully aware of and contribute to the varied work of the service. However, because of the nature and location of their work, staff may not always mix at work or socially at breaks during work, a significant factor in developing a sense of 'togetherness'.

In services that have been combined for administrative or economic reasons, such a situation is less automatic. The staff of each section of the service may still see themselves as belonging to a separate unit and their 'negative consciousness' or lack of awareness of the other service may well have been carried over, despite the services combining. Indeed they may see little change, especially at the non-professional levels. It is at senior management level, personalities permitting, that combination will have been effective and perhaps beneficial - the problem is in changing attitudes lower down and this takes time and effort. Steps to change attitudes may not always have been thought to be necessary, however and there may be little or no mixing of staff, except when working in each others areas.

22.5.2. COMBINED SERVICES - SERVICES

22.5.2.1. THE LIBRARY RESOURCE SERVICE WILL REINFORCE ITS POSITION AS AN ESSENTIAL COMPONENT OF THE LEARNING PROCESS
The fact that the service is co-ordinated by one person should increase its effectiveness and hence its position within the institution. Such an increase will depend upon the co-ordinator and upon the degree of centralisation and integration of services, which is what the user of the service will notice most and base his or her opinions on. There is no doubt that some combined services do occupy a central position in the institution, partly because they may have become the biggest department in the institution, partly because their managers are
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extremely active within the institution, and mainly because the range of services they provide do meet the needs of the majority of users more effectively.

22.5.2.2. USERS SHOULD RECEIVE A BETTER AND MORE CONVENIENT ACADEMIC SUPPORT SERVICE

This will be most effective in an institution which has planned for integrated services from the beginning and has a building designed for the purpose, where the information, the equipment and the resources staff can be available in the same place.

In many institutions which have created combined services, the combination came at a time when the availability of a central building was not possible and the existing premises had to be maintained. In many cases however, effective co-ordination and a rationalisation of services has increased the range and convenience of the services available at each service point.

22.5.2.3. THERE SHOULD BE IMMEDIATE AVAILABILITY OF TECHNICAL STAFF

For the 'library' aspects of the service to function effectively, there must be qualified or experienced staff available to service and repair audiovisual equipment used in the library resource service and to undertake the day-to-day audiovisual production such as legitimate off-air copying, conversion of tape-slide presentation and film to videocassette, slide copying, photocopying, etc.

This is usually the area of co-operation that develops first in a combined service. In the two combined services covered in the Case Studies this was the normal situation. Such co-operation was being planned as part of the linked services at the Liverpool Institute of Higher Education, but has not been developed so effectively in the linked service at the College of Librarianship Wales.
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22.5.2.4. THERE SHOULD BE POSSIBILITIES FOR FAR GREATER AND MORE EFFECTIVE LIAISON WITH ACADEMIC TEACHING STAFF

The ideal situation appears to be one where one suitable member of staff, usually a 'subject specialist librarian', represents all aspects of the academic support services in each teaching department. In this way the support service can be fully involved in curriculum development, selecting appropriate materials in conjunction with those who need them, and meeting individual needs for information, either through commercially produced materials or through organising in-house production. They can also ensure that equipment in teaching departments is always available and working and that the information materials are properly presented. Most of the integrated services are working towards this ideal although only one, Brighton Polytechnic Learning Resources, yet appears to have achieved this objective.

22.5.2.5. BOTH STAFF AND STUDENT NEEDS FOR AUDIOVISUAL AND OTHER AIDS AND PROGRAMMES SHOULD BE MET MORE EFFECTIVELY

In a combined service it should be possible for the user to contact and consult both the librarian and the producer in the same location, so that user, information specialist and audiovisual/computer specialist work together to match provision to need.

Again this is an ideal situation that the integrated services are working towards, and the number that operate such a system is still small. Brighton Polytechnic provides all these services, although they are finding that the need for the librarian, the user and the producer to meet together is still useful, but is not always as important as was first thought.

In addition, user orientation and education can be improved as the library resource service staff work together to produce fully effective training materials.
22.5.3. COMBINED SERVICES - RESOURCES

22.5.3.1. A WIDER AND MORE BALANCED RANGE OF RESOURCES BECOMES POSSIBLE
As both in-house and commercially published materials can be combined in one location, unnecessary duplication is minimized. In addition, many combined and linked services have taken steps to ensure that the learning resources service becomes the centralised location for all teaching/learning materials within the institution, or that a central record of such materials within the institution is maintained. The Survey Results in APPENDIX 9 show that there are far fewer departmental collections in institutions where a combined learning resources service exists.

22.5.3.2. THE RANGE OF EQUIPMENT IN THE INSTITUTION CAN BE RATIONALIZED
Most combined or linked services either act as the central purchasing body for the institution, or have created standards to be maintained throughout. A failure to conform with these standards usually results in the service not maintaining or repairing such equipment. Such a service is usually also responsible for the most effective location of teaching equipment throughout the institution.

22.5.3.3. THE COMBINED SERVICE BECOMES THE OBVIOUS AND RECEPITIVE LOCATION FOR NEW RESOURCE FORMATS
Most combined services will now be seen as the obvious location for the use of all information materials. Some combined services already include computing services, while others almost invariably maintain close working relationships with computing services, provide computer software and may be part of the institution's network. As new formats and systems become available, they will form a natural development of the service. There is no need for another support service to be created to deal with them, nor is the user inconvenienced.
22.5.4. LIBRARIES AND AUDIOVISUAL PRODUCTION FACILITIES AS SEPARATE SERVICES - ADMINISTRATION

22.5.4.1. THE NUMBER OF MANAGEMENT AND ADMINISTRATIVE STRUCTURES IN THE INSTITUTION IS GREATER
As the library, the audiovisual production unit and other support services are separate departments, inevitably there is a larger management and administration structure than that of a combined service. The heads of service may be responsible to different people, thus reducing the possibilities for co-ordination, and each service may have its own committee. The span of control of the head of the institution may also be wider.

22.5.4.2. COSTS MAY BE GREATER WHEN THERE ARE TWO OR MORE HEADS OF DEPARTMENTS
Extra secretarial staff, duplication of secretarial equipment, facilities and accommodation inevitably lead to increased costs. Duplication of equipment and resources within both the library and the audiovisual production service will be further increased if and when the library begins to develop a multimedia collection. If the audiovisual production service also maintains such a collection, duplication will be further increased.

22.5.4.3. THE DEGREE OF CO-OPERATION BETWEEN THE LIBRARY AND THE AUDIOVISUAL PRODUCTION SERVICE CAN BE VARIABLE
As such co-operation depends largely on personal relationships between the two directors, and those of other support services, it cannot be guaranteed to continue, especially when one director leaves his post and is succeeded by another. Empire building, demarcation disputes and buck passing could increase, or new areas of responsibility will develop which no existing director will accept.
In practice some 80% of institutions now maintain some form of relationship between the services. This is not to say that differences of opinion and a desire to go one's own way do not exist, but no serious cases have been encountered during this research. However, there are still approximately 20% of institutions without any relationships between services, and it is obvious that new areas of responsibility have not been accepted by some of the heads of service involved. There have also been examples of what could be seen as negative changes in the direction of some combined services with the resignation of key personnel.

22.5.4.4. THERE IS FAR LESS LIKELIHOOD THAT LIBRARY AND TECHNICAL STAFF WILL MIX AND WORK TOGETHER

Several of the case studies show that both see themselves as having different roles. They come under a different director and department and may see themselves as having different status within the institution. The only contact between these staffs is when working in the other service.

This situation is compounded by a failure within most institutions to provide adequate staff training schemes which introduce staff to the institution in general and by heads of service who do not include a knowledge of associated services into their own staff training programmes, although they themselves may have a good working relationship with the other service, or at least its head.

22.5.5. LIBRARIES AND AUDIOVISUAL PRODUCTION FACILITIES AS SEPARATE SERVICES - SERVICES

22.5.5.1. THE LIBRARY'S CENTRAL ROLE IN THE EDUCATIONAL PROCESS IS DIMINISHED

This occurs the moment a separate audiovisual production service or other support service is created, for the library is no longer the 'centre and co-ordinating agency' for all information
required by staff and students. If the audiovisual production service proceeds to create its own library, then the main library's role is diminished still further. Users' needs are ignored, for the 'book' library will be seen as the location for print information while the audiovisual production service library will be seen as the location for the other audiovisual materials, although the same subjects will be found in each. Such artificial barriers are unnecessary and difficult for users to comprehend. Users could face different records and systems, dissimilar organisation and arrangement, different staffs and levels of service.

While some teaching staff will not be over-concerned with such a situation as they do not make much use of the more recent audiovisual materials, the students are becoming increasingly 'audiovisually' conscious, and their learning needs include audiovisual experiences. If the library ignores this need it is not achieving its aim, it will be failing to attract potential users and will be weakening its position in the institution.

In the future, users' awareness of the 'book' library and their attitudes to it will become increasingly negative as new generations arrive with different learning experiences, needs and expectations. Indeed it could be that within the next seventy years the role of the book-only library will equate with that of a museum, as far as the students of the institution are concerned.

22.5.5.2. THERE IS A GREATER POSSIBILITY THAT EQUIPMENT SERVICING AND BREAKDOWNS MAY NOT BE DEALT WITH IMMEDIATELY

Where some degree of co-ordination exists so that the library houses the audiovisual materials, but is separate from the production unit, the quality of its service to users will be damaged if equipment is not repaired immediately. That the technicians may see the library's needs as less important and urgent than their own work or that of more prestigious departments is unfortunately true in many institutions, as some
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case studies show. Even in Huddersfield Polytechnic where relationships are good, technical assistance can vary from "2 minutes to 2 days". A loss of audiovisual equipment for two days can cause real inconvenience to library users.

A small number of libraries do have their own audiovisual technicians, but this is usually in a situation where the institution does not have a central audiovisual production service, such as Lancashire and Liverpool Polytechnics.

22.5.5.3. THERE IS LESS LIKELIHOOD OF EFFECTIVE LIAISON BETWEEN THE ACADEMIC TEACHING STAFF AND THE SUPPORT SERVICES

It is only in the integrated learning resources service as a rule that a single effective link between the teaching staff and the service staff is being created. Even at Brighton Polytechnic, with its system of Course Resources Officers, it is felt that more has to be done to create really effective links throughout the institution.

In many separate library services, case studies show that links with teaching staff are at best weak compared to the Course Resources Officer (or similar) system. Most separate audiovisual production and other support services have no formal links with teaching staff at all. Because of the weakness or lack of these links, it becomes almost impossible for the academic support services to truly reflect the actual needs of teaching staff and students.

22.5.5.4. BOTH TEACHING STAFF AND STUDENTS ARE FACED WITH PROBLEMS WHEN THEY WISH TO CREATE AUDIOVISUAL AIDS TO MEET THEIR OWN NEEDS

It will be necessary in many cases for staff and students to have to use the library to gain some of the information they require and then move on to the production service to have the material adapted or created. In a few cases, this movement may be complicated by negative rules and decisions, sometimes devised or taken by junior or middle management staff against the spirit of the library service and the wishes of the librarian.
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If the library cannot undertake a request from a teacher to have library materials adapted to an audiovisual form, then the teacher is inconvenienced. A problem here is that many librarians and their staff may be unaware that their materials are being used for audiovisual production as teaching staff will have become accustomed to the split in services and do not always voice their concern.

22.5.5.5. USER ORIENTATION AND EDUCATION MAY NOT BE SO EASY TO CARRY OUT

If the level of co-operation between the two services is not well developed, the quality of the aids produced for user education or orientation may not meet the librarian's needs satisfactorily. As a result the librarian may have to produce them himself without the necessary knowledge and abilities or professional advice.

An examination of many of the user education programmes produced for or by separate library services shows conclusively that they are rarely of the required standard to achieve their aims. If there is little understanding between the services producing these programmes this is almost inevitable. The priority given to the library's programme may be low and it may not be ready in time. Indeed, a user education programme for the then separate Library at the Liverpool Institute of Education had been under production by the audiovisual production service for over three years before it was abandoned.

22.5.6. LIBRARIES AND AUDIOVISUAL PRODUCTION FACILITIES AS SEPARATE SERVICES - RESOURCES

22.5.6.1. THE CREATION OF A SINGLE, COMPREHENSIVE COLLECTION OF RESOURCES BECOMES IMPOSSIBLE

The Survey shows that there is a greater predominance of departmental resource collections in addition to the main library, in institutions with separate academic support services. If the audiovisual production service also has its own library,
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the situation is worsened. Unnecessary duplication is bound to occur and materials may be purchased without relevance to needs. Although a wide range of information may exist within the institution, its location outside the main library inevitably means that many members of the institution will be unaware of its existence.

Such a situation is bound to occur in any institution which does not have a strong policy of centralising all teaching / learning resources. This is usually found only in some institutions with combined services. The situation is complicated by the attitudes of some teaching staff who still see the more recent audiovisual materials as different to print - while recommending the latter for the library, they purchase the former for their own or departmental use only and do not appear to fully understand its learning potential for the student.

22.5.6.2. THE CENTRALISED RECORDING OF ALL RESOURCES WILL BE DIFFICULT TO ACHIEVE

This has proved to be the case throughout academic institutions, even where the will to do so exists. A number of institutions are now taking steps to control the purchase of resources because of declining funds, but the devising of an effective system to record such materials and ensure their availability when they are scattered throughout an institution seems doomed to failure. The only solution is in the centralisation of first copies of all such materials in the central library service.

22.5.6.3. RATIONALIZATION OF FORMATS AND EQUIPMENT THROUGHOUT THE INSTITUTION IS LESS EASY TO ACHIEVE

A number of case studies show that not only will the audiovisual production service and the library tend to go their separate ways, but so also will the teaching departments as there may be no central overall control, guidance or advice as far as audiovisual equipment is concerned. Some institutions will have developed a stronger control over computer equipment, however.
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Where a strong linked or combined service exists, there is more likelihood that some controls will be exercised over software and hardware. The creation of such controls calls for strong and senior direction, otherwise they will not succeed.

22.5.6.4. AS NEW FORMATS DEVELOP, NEITHER THE LIBRARY NOR THE AUDIOVISUAL PRODUCTION SERVICE MAY BE SEEN AS LOGICAL BASES FOR THEIR STORAGE AND USE

Already there are a number of institutions with print based libraries, an audiovisual production service with an audiovisual 'library' and a computer service which makes available computer programs and manuals. It has already been noted that there are suggestions for the development of centres within institutions to deal with the 'advanced information technology'. This could lead to a fourth 'centre' for the already confused and inconvenienced user of information and increased costs for the institution. This proliferation of information 'centres' can only continue as information technology develops, unless the institution sets up a single teaching / learning support service capable of dealing with present and future information formats.

22.6. SUMMARY

This examination of the advantages and disadvantages of combined or separate services supports the first part of the hypothesis 'that it is in the interests of the institution that these two academic support services should be amalgamated to form a single service'. It is only when these support services are co-ordinated effectively that the members of the institution are likely to have their teaching / learning needs satisfied in the most efficient, effective and economical way possible.

But there are four additional points that must affect the development of such a service.

The first is that the combined service will operate at its most efficient level when it is strongly co-ordinated by a full time head of service. The second is that the greater the degree of
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integration, the more convenient and effective is the service to the user. Thirdly, the combined service will have greater flexibility both now and for the future if it merges the library, the audiovisual production and the computer service elements of the academic support services. And fourthly, it is most likely to succeed if the reasons for its creation are soundly educationally based. The chances of success are less in those services brought together for administrative or economic reasons.

22.7. THE EDUCATIONAL BASIS FOR THE CREATION OF A COMBINED SERVICE

It is relevant to examine the basis upon what is generally agreed to be the most developed learning resources service in the United Kingdom, was created. This must not be taken to mean that no other service has similar qualities or has achieved as much in its own way. But overall, Brighton Polytechnic Learning Resources has served as a model for other learning resources services, it is the most integrated service with the most participative management system, it has the widest range of services and resources, it has the closest links with teaching staff and meets all the criteria in 22.6. except that it does not include the computer service in Learning Resources. However, links with the computer service are strong and the level of co-ordination high.

The service, developed by Clive Hewitt, was based on four beliefs, which he stated in 1978. These were:

22.7.1.

"That greatest benefit to the teaching-learning process, and all involved in it, will derive from the true integration of a broad range of support services, from involvement in managing and planning the Polytechnic's courses, to the purchase and supply of A.V. equipment." (5)

As the courses offered formed the core of the work of the institution, the greater the knowledge Learning Resources had of this work, the greater their ability to support them. In order that both teachers and resource providers knew what each other was doing, Learning Resources had to integrate itself as deeply as possible into the formal and informal processes of the institution.
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22.7.2

"That it is arbitrary and unreal to offer only a highly defined and selectively chosen range of support services and that the support of courses, and staff and students needs, ought to be undertaken in a comprehensive and flexible way." (6)

It was important to help teaching staff whatever their resources problem, in the way that the teacher considered most relevant.

22.7.3.

"That the general principles ... behind the development and operation of Learning Resources should be "organic" rather than "mechanical" and reflecting living growth rather than machinery." (7).

Learning Resources had to be able to respond flexibly to needs and had to remain an essential part of the learning process.

22.7.4.

"That the people working within Learning Resources are an infinite creative resource, often beyond their own knowledge and expectations, but that this depends upon creating a framework which enables their growth and development to occur spontaneously." (8)

This meant trusting people and giving them as much autonomy and responsibility as possible. Clive Hewitt recognised the problems which could arise but felt it was the "least destructive" way of getting staff to work together effectively. It is from this background that the participative management process at Brighton has grown.

The beliefs of the present staff of Brighton Polytechnic Learning Resources are that the advantages of this type of Learning Resources service are measured in terms of the range of services the users receive and the way they are delivered. Learning Resources has been designed to give the best possible service to the institution. The customer has usually only to go to a single location to obtain all the services he requires. People learn
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best when there are many different methods of learning being used. Learning Resources ensures easy accessibility to a large number of teaching/learning materials in the institution.

In addition, there are management advantages, for this integrated approach makes the service into a large unit. The Head of Learning Resources believes that a small unit in an institution of higher education, such as an audiovisual production service, could not easily prosper as an independent unit. The integration of library and media services at Brighton, has produced one of the largest departments in the institution and the credibility and the position that that brings has been positive for both parts of the service.

Because of the title of the department, the teaching staff are conscious that the prime focus of the department is to support teaching and learning. Brighton Polytechnic is thought to be unique as it no longer sees the Learning Resources service in terms of a library and an audiovisual production service but as an integrated department that exists to meet teaching and learning needs in whatever form they exist. The term librarian is deliberately not used in Learning Resources although there are people in the department whose role and activities are not very different from those staff in a separately managed library service. Working in the same service as many others with different skills and professional backgrounds has broadened the way staff see and perform their jobs, and brings a fresh approach to the decision making process.

The learning resources concept at Brighton has been successful because of articulate leadership, and because of the sympathetic hearing they have received from senior management.

At the opposite end of the spectrum, in a number of universities with both a separate library and a very small audiovisual production service, the range of facilities in both services is limited and traditional. The libraries, while being good print
CONCLUSIONS - AMALGAMATION

Based collections, have not been able to develop from the traditional pattern and have not benefited from any close link with the audiovisual production service. Audiovisual production services tend to remain small and poorly staffed video production units with ancillary facilities including photographic and graphics skills, which may be duplicated in several other parts of the institution, sometimes including the library. The range of services the audiovisual production service can offer the institution is limited.

Costly duplication of equipment and facilities has resulted and technical staff have been employed by teaching departments where their time might not be being used economically. That this was discouraged in the Brynmor Jones Report appears to have had no effect. The growth potential of each service is nil at present, there is no room for flexibility or development to meet changing needs within the institution. The teaching staff and students, although they do not seem to be aware of it and in some cases actually oppose development, are not getting the range of beneficial services offered by other academic libraries and have no convenient central point to go to to obtain such services as there are.

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CONCLUSIONS - INFORMATION TECHNOLOGY

CHAPTER 23

AN EXAMINATION OF THE HYPOTHESIS THAT DEVELOPMENTS IN INFORMATION TECHNOLOGY MAKE THE SEPARATION OF THE LIBRARY, THE AUDIOVISUAL PRODUCTION SERVICE AND OTHER SUPPORT SERVICES SUCH AS COMPUTER UNITS INCREASINGLY UNTENABLE

The combined library and audiovisual production service is a developing organism, having extended its role to include audiovisual production and the design of teaching materials. The roles of such services are still being developed, new services are being tried out and by combining the two units, the new service has broken out of the rigid margins created by tradition within an institution. It therefore has the possibility to develop as flexibly as possible to meet users needs, whatever they may be. Some combined services have already incorporated or will incorporate the Educational Development Unit, and there is an on-going trend towards the incorporation of the Computing Service into the combined service.

It is important to consider why Computing Services were created. They began in most academic institutions when computing was seen as a highly specialised science, based on one large mainframe computer, either located within the institution or shared with others. Programs designed for specific purposes were few and far between and much original material had to be written for the institution's equipment. Government support ensured that computing maintained a high profile.

With the development of the more powerful and readily available microprocessors and the increasing range of ready made programs capable of tackling a wide range of tasks, the dependence of the institution on a central computer is diminishing, and the role of the Computing Service is undergoing changes. Teaching departments are able to acquire their own computing facilities powerful enough to meet their own needs. Thus in five or ten years time it is possible that there will no longer be the need for a Computer
CONCLUSIONS - INFORMATION TECHNOLOGY

Unit in its present form, but rather there will be computer specialists in teaching departments and in service units such as learning resource services. There are strong indications that there will be a parallel between the development of CCTV based on a massive and expensive central studio location which has given way to more economical, efficient and portable electronic news gathering equipment and the mainframe computer and microcomputer. The computer unit as we know it now could well become as obsolete as the CCTV studio. Certainly institutions will still need computing experts, but increasingly many teaching staff will take on this role by becoming expert themselves in the application of computing to their own specialisations. A support service for advice, consultation, repair and maintenance will still be required but the service will assume the same significance as the audiovisual production service in many institutions. As similar expertise, equipment and premises will be required, there would be little to be gained by maintaining this as a service separate from that provided by the audiovisual production service / the learning resources service.

23.1. DEVELOPMENTS IN INFORMATION TECHNOLOGY THAT MAY BRING ABOUT INCREASING RELATIONSHIPS

The Head of Computing and Audiovisual Services at Huddersfield Polytechnic believes that computer based equipment will come to be used less for computing in the near future and more as a mechanism for information dissemination. He believes that Computing Services will continue to develop the technical aspects of this technology, developing networks, workstations, systems and access to other systems. Libraries would then continue to build up the electronic based resource materials and eventually the two services will come together. There is no reason to doubt that this is a logical development, except that there will be conflicts of interest in some institutions which will delay such developments.
CONCLUSIONS - INFORMATION TECHNOLOGY

Laser read data banks have developed from the video disc to the compact disc, and now to formats already under development or proposed, such as laser cards or 'cubes'. These formats are broadening the role of the computer significantly. Today, access to vast data banks, almost invariably in print based form, is still through mainframe computers. Unless it is attached to a network, the capacity of a microcomputer is strictly limited. But with the ongoing development of laser read technology, theoretically anybody with a small microcomputer will be able to have access to vast data banks hitherto unimaginable. These laser read discs are not computer programs - they are not designed to carry out a specific task. They are simply vast data stores, and significantly, not just of print. Still and moving pictures and high quality sounds can be stored just as easily. These discs still need a computer program to manipulate them, which may be contained on the disc, but the data store itself is not a computer program. Thus the need for 'on-line' access will decrease, except for the most up to date material, and the library or the individual will be able to have their own discs of data to supplement their own collections. The concept of a 'Library of Congress' in every university library is no longer a science fiction dream!

But herein lies a problem, for where will these new, computer controlled data banks containing print, sound and pictures be located within the academic institutions? The Computer Unit, the Audiovisual Production Service (some with their own libraries) and the Library would all seem to have a legitimate claim.

Sales of the Domesday Project to Colleges and Polytechnics have been much greater than to Universities, where generally sales have been poor. However, within all these academic institutions, sales have been by no means restricted to libraries. Both audiovisual and computer units are believed to have purchased the discs and equipment, and a number of teaching departments have also purchased Domesday, although it may not have been bought by the Library of the institution. For example, the Geography Department of Birkbeck College has purchased Domesday, as has the Environmental Studies Department of Hatfield Polytechnic. (1)
CONCLUSIONS - INFORMATION TECHNOLOGY

However, in some cases the answer is clear cut. The attitude of the Head of Computing and Audiovisual Services at Huddersfield Polytechnic towards recent developments such as Domesday, CD Rom and CD-I is that he does not accept these as computing software. Computing software is a coded program intended to be used for a specific task. The more passive materials such as the laser read discs are regarded more as electronic books and as such are not seen as being part of the responsibilities of the Computing Service. Nor would his Audiovisual Service be interested in them apart from their technological and maintenance implications. So there is no conflict over location of these materials, the Library being seen as the responsible organisation.

In an institution such as a university, with a pre-dominantly print based library and a separate computer unit, with few links between them, there is the potential for problems to arise. This is clearly shown in the Case Study for the University College of Wales, Aberystwyth. Here, as elsewhere, computer staff tend to have different aims and personalities to librarians and see information handling in a different light. As there is no clearly defined location for all information materials in the institution, problems will be exacerbated by the publication of CD Rom's and CD-I's. As the staff of these units only meet when working in each others areas or when dealing with a library computer application, they remain largely unaware of the work of the other unit and their response to these developing materials could well be quite different to the attitude displayed by the Head of Computing Services at Huddersfield. And, because of the autonomy of departments within these institutions, the members of the institution could well be further inconvenienced in their search for the information they need.

Other areas of information technology where overlap between the services occurs include both internal and external Viewdata services, on-line access to remote data bases, and computer programs. Word processing facilities are now being placed in many libraries and learning resources services for student use.
CONCLUSIONS - INFORMATION TECHNOLOGY

In all but one of the Case Studies in this work where a separate Computing Service exists, co-operation between the library or the learning resources service and the computing service is already established and in some cases is already functioning at a high level. This, combined with the many instances of co-operation chronicled in the HISTORY Section, shows that the need for links between the services is already recognised by a high proportion of institutions.

At Brighton Polytechnic regular meetings of the Heads of Service actually review what each service is doing to ensure that as far as is possible the user is not confused by the presence of two major support services. There is agreement in principle that it is the Computer Centre's role to provide the channels of communication and equipment and Learning Resources' to provide the information. There is already a commitment between the two Heads to explore on every possible occasion the shared use of accommodation and the location of terminals in site libraries. In some of the remoter sites this extends to the sharing of staff at non peak times and the issue and return of computer software for microcomputers.

At the Polytechnic of Wales, the Head of Learning Resources envisages greater co-operation with the Computer Unit taking place and ultimately, depending on how teaching/learning methods develop, it could be that some form of amalgamation could be beneficial to the institution, in the same way that amalgamation with the audiovisual production service has been beneficial.

In Southampton University it is exactly this overlap between services which has resulted in the close co-operation between the Library, the Teaching Media Department and the Computing Service. In addition to proposals that the three services should collaborate over providing access to the interactive Domesday Project, it is the considered opinion of the Heads of the three services that the need for guided learning and group exploitation
CONCLUSIONS - INFORMATION TECHNOLOGY

with this and similar resources that bring together various technologies, will require the University to adopt a multi-service approach to optimise learning benefit.

Informal co-operation and collaboration between the three services has always been at a high level. The three heads of service meet regularly to discuss areas of overlap, resulting in mutual trust, confidence and support being built up. The Heads recognise that there are major areas of development where their work will increasingly overlap, and these are going to be important to the future of the University. They believe that it is essential that these areas can be identified and developed correctly.

As Computing Services are now undergoing a changing role, it is also a strong possibility that the Library may develop a different pattern of service in the future. For example, it has to be assumed that some of the consultation of library records and materials which now takes place within the Library will become decentralised, and it is only a matter of time and resources before this becomes a real possibility. At Southampton it is recognised that it soon will be technically possible for departments and individuals within the University to bypass the Library by using the computer to access sources of information.

But the underlying reason for the centralisation of library and learning resource services is that all knowledge should be available for everyone. Centralised resource services stand for the universality of access to information against the rather more narrowly based departmental concept of information. If modern technology makes it possible to access this information without going to the location of that information, and if this is how some members of the institution will wish to operate, it is essential that the central source of information be a major component of the system that makes this possible. Otherwise individual users could revert to a narrowly based concept of
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information as is already found in universities which still retain departmental libraries, and where many teaching staff never use the main library of the institution.

Both libraries / learning resource services and computing services are there to support academic teaching and learning. It is increasingly being accepted that it is the job of the library / learning resources service to provide the software and the computing service to provide the hardware. So increasingly there should be a special relationship between the two services. But this must develop, and indeed already is developing, for the mutual dependence of the two services will increasingly involve the same developing relationships that caused many libraries and audiovisual production services to combine over the past eighteen years.

In the meantime, staff awareness of the work of the other unit must be developed, in order that co-operation can develop naturally to the mutual benefit of both services and to the institution as a whole.

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CONCLUSIONS - STAFFING

CHAPTER 24

THE IMPORTANCE TO THE DEVELOPMENT OF RELATIONSHIPS BETWEEN SERVICES OF THE QUALITIES OF ENTHUSIASM, PERSONALITY AND COMMITMENT

The Brynmor Jones Report stated that the "development of audiovisual media was ... in the hands of small groups of devoted enthusiasts." (1) It also found that these enthusiasts tended to work alone and if they left their post, no-one could or would carry on their work.

The development of the earlier combined learning resources services within academic institutions was also, perhaps not unexpectedly, often the result of the work of devoted enthusiasts. And in some cases, when they left their posts, the services they had created ceased to develop as originally planned. Certainly this was the case at the University of Sussex, when Dr. Brian Enright moved to the University of Newcastle; the City of London Polytechnic when Ronald Sturt left; Lancaster University when Norman MacKenzie moved and at Edge Hill College of Higher Education when Peter Pack took early retirement. Their enthusiasm, their personalities and their writings were such that others were convinced at the time of the rightness of their cause, but when they left the level of commitment could not be sustained. Other pioneers were more fortunate in that the services they created developed and continue to develop. Amongst them Clive Hewitt (the only educational technologist in a group of librarians), and Dr. Margaret Lattimore, set up learning resource services which were models of their type and their successors, David House and Ivan Sidgreaves are as committed to the concept as their predecessors and are continuing to develop their services as enthusiastically and in exciting ways to meet the needs of their users.
CONCLUSIONS - STAFFING

There is no doubt that the development of a successful learning resources service, whether a linked, co-ordinated or integrated service requires enthusiasm, drive, a strong personality and commitment, not just to the service but also to the institution. These qualities are to be found amongst the heads of service of the successful learning resource services included in the Case Studies in this work and amongst others with whom the writer has had personal contact.

The interests of many Heads of Learning Resource services are wide-ranging both inside the institution and outside in the profession. Some have been or are CNAA Library Visitors. They tend to be involved in the overall management of the institution and serve on a wide range of committees.

This tends to be good for the reputation of the Learning Resource Service, but does mean that they may not always be able to do as much within the service as they would wish.

24.1. THE BACKGROUND REQUIRED FOR A CO-ORDINATOR OR HEAD OF LEARNING RESOURCES

As noted in the HISTORY Section of this work, there was some discussion in earlier days of the development of combined learning resource services concerning the background of the head of the combined service. In 1977 Donald Davinson suggested that if a Librarian were appointed as Head of Service that:

"opportunities would be lost on the educational side. Where the ed.tech side manage the LRC, the straightforward library service is usually undergunned and the media dominate." (2)

With the development of combined services incorporating the library, the audiovisual production service and the computer service, the difficulty of appointing somebody with expertise in all aspects of the service has occasionally been used as a reason for not appointing a head of service, as at Worcester College of Higher Education. (See History, 1973).
CONCLUSIONS - STAFFING

Dr. Norman Beswick reported one Headmaster connected with the Schools Council Project, as saying about a prospective head of service appointment:

"There is no one with all the skills I want. I'm looking for the man with the right attitudes; the rest he can get later." (3)

It is here that the crux of the matter lies, for it is the correct attitudes which are of paramount importance to the Head of a Learning Resources Service. As has been shown, two major forms of combined services have been created. In the co-ordinated service form, the co-ordinator is often a member of the senior management team of the institution, usually with other responsibilities as well and who in all probability has no specialised knowledge of any of the arms of the service he is co-ordinating. The degree of co-ordination will depend upon his interest, his management skills and the enthusiasm and co-operation of the heads of the services he is co-ordinating. Some of these co-ordinated services are developing satisfactorily, so skill or ability in each arm of the service is therefore not necessarily a criterion for the co-ordination of such a service.

In the case of the integrated services, the heads of service are almost invariably librarians, as indeed are some of the heads of co-ordinated services. Where the head of service is a full time head, a greater degree of co-ordination and integration usually can be expected.

Donald Davinson's suggestion that bias will be found towards the arm of the service its head is qualified in, has been admitted as possible by most of the heads of service who took part in the Case Studies, although all took scrupulous care to ensure that this was kept to an absolute minimum. With the participative management approach adopted by some of these services, this is not a problem in practice. Indeed the service that was developed
CONCLUSIONS - STAFFING

by an educational technologist, continued by a librarian, and has participative management (Brighton Polytechnic), although there have been signs that one arm of the service may have received more attention than the other on occasion, now maintains a careful balance. However, participative management, with the management team consisting of those responsible for all the various arms of the service, appears to be the key to maintaining a good balance throughout a combined service.

Heads of service interviewed during this research were unanimous in their belief that that it does not matter whether a head of learning resources is a librarian, a media specialist or a computer specialist, provided that he/she is a good manager. Some lecturing experience is considered useful because it gives the head of service greater credibility with the teaching staff and justifies his interest in teaching/learning methods and in the design and production of teaching materials. They also believe that it is appropriate that most heads of learning resource services are librarians, because the library is still the major component of such a service. However, it is not necessary to be a librarian as the belief in the concept of the learning resources service and the ability to manage effectively are the most important requirements. What is also needed is experience in the politics of institutions.

In running such services involving a range of different activities, the Heads have all felt the need to be fully aware of what those activities are and the methods employed and have taken steps to find out. While they do not need to be an expert in everything, they must know the right questions to ask to be able to communicate with the staff. They believe that the right attitudes and interests are required, rather than any particular experience. This is one of the reasons why the integrated services and those co-ordinated services run by a full time head of service are more likely to develop and integrate than are those with separate heads of service and a co-ordinator who is only able to spend part of this time in this role.
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In theory, librarians ought to be good at this work, given the role the librarian has as intermediary, delving into other peoples experience, understanding and transmitting it. In practice, some do it very well indeed but as in any other profession, the range of interests and enthusiasms of librarians is very wide indeed and this is clearly reflected in the analysis of the present state of the development of relationships given in this work.

24.2. DIFFERING ATTITUDES AND APPROACHES AMONGST SUPPORT SERVICE STAFF

One of the apparent problems to be faced in amalgamating a library with other support services relates to the differences in personalities and attitudes found between the staff of the services and their methods of working.

During the preparation of the Case Studies, some opinions concerning the staff and work of related support services were expressed by various participants which are indicative of differences in attitude and approach.

24.2.1. ABOUT LIBRARIANS, BY AN AUDIOVISUAL SPECIALIST

Libraries have a deliverers policy. They are essentially shop keepers who buy things from manufacturers and wholesalers. Their skills are about choosing the right materials and making them accessible to their users. They have high standards of user service.

The staff of audiovisual production services are much more exposed than librarians because if information on a subject is not available, it is up to the service to create it. Their work is about identifying programmes that need making and their content, which is not always easy as the originator may not always have a clear cut idea of what he requires. Then it has to be made to include the correct content and approach, and to be of
CONCLUSIONS - STAFFING

suitable quality to meet the requirements of the member of staff who requires it and the library.

Librarians have a lot to offer in identifying areas in which programmes need making. However, they are often less than forthcoming in pointing out those gaps in knowledge and putting forward ideas for filling them. There is a form of fatalism in many librarians that if it is not there it is not there!

One of the problems with librarians is that they like to work in an area where things are safe, on the whole. To actually make information is the kind of commitment that few people generally are prepared to make, librarians in particular. This is largely because the maker becomes exposed. When a person says he is writing a book or producing a video tape, he is committing himself. He has to find out a lot of things, not only about content, but how to do it, what his aims and objectives are, what level of experience and knowledge the audience already has. It is difficult enough for people teaching the subject to be reflective and self critical, it is even more difficult for librarians who see themselves often as a helpmate to academic staff.

In one case study, the head of audiovisual production was concerned that if he came under the librarian, he would be expected, as was the library photographer, to work only within the library building and at conventional times. The work of an audiovisual specialist is such, however, that it is necessary to work when and where it is necessary to obtain the illustrative materials he requires in programme production. This would not be compatible with the more scheduled nature of a librarians work.

24.2.2. ABOUT LIBRARIANS, BY A COMPUTER SPECIALIST

Relationships between the Computer and Library staff are generally reasonable, although there are occasional problems. The Head of Computing feels that librarians are a different breed of staff to those in his own service. He feels that some librarians are a little soft and difficult to work with through indecision, and because they sometimes do not understand the roles of others.
CONCLUSIONS - STAFFING

24.2.3. ABOUT AN AUDIOVISUAL SERVICE, BY A LIBRARIAN
There is a sort of perception within the institution that the audiovisual production service is not well managed. It is a very exposed service and only one thing has to go wrong for everyone to forget the hundreds of good things that it has done. This results in the service being extremely vulnerable. By the very nature of the way they work, the Director has to take far more risks and far more exposed positions than even the Librarian has to do. By the nature of things sometimes he 'comes a cropper'.

24.2.4. ADVANTAGES
Yet there are advantages to having a service staffed by people with different skills and attitudes. Working in the same service as many others with different professional backgrounds broadens the way staff see and perform their work. At a senior management level, having different types of professional staff involved in participative management can lead to more effective and radical decision making.

Certainly these different approaches and attitudes exist. Yet a number of combined services are finding that these differences can be overcome in a way that is beneficial both to the institution and the staff of the service.

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CONCLUSIONS - MULTI-MEDIA DEVELOPMENT

CHAPTER 25

MULTI-MEDIA DEVELOPMENT IN LIBRARIES

25.1. LEARNING AND REMEMBERING

A further conclusion of this work is that relationships between services only begin to develop successfully when libraries take on a multi-media role. It is necessary to examine the reasons for the need for multi-media development in the first place.

A number of committed 'audiovisual' librarians have written about the reasons for multi-media development, both in this country and abroad. The writer's own reasons for urging such a development in libraries in general have been based on the implications of the following statement.

"Research in the field of audiovisual education has shown that there are positive increases in learning effectiveness when audiovisual materials are used"(1).

If librarians are to be considered as professional communicators of information in the twentieth century, they must be seen to be communicating in and with the most effective means available. If they confine themselves to only one of the range of available media they cannot be doing their work professionally.

But why does the use of a range of audiovisual materials improve learning? Research on learning and remembering was carried out in America by the Industrial Audiovisual Association at the beginning of the 1960's. (2)

These statistics are crucial for all engaged in information work. For, according to the Industrial Audiovisual Association, people learn 83% of everything they know through the eyes. Even among those who are literate, reading occupies only a small part of the time the eye is in action. Sound contributes only 11% to the
CONCLUSIONS - MULTI-MEDIA DEVELOPMENT

learning process. The other three senses are really quite minimal in their contribution - certainly they are important but not nearly as important as sight and sound.

Similar statistics have been published in other sources. In his book, Educational Media and You, Cecil Wilkinson stated that knowledge enters the brain in the main through two major senses, that of sight conveying between 75 - 90%, and sound 10 - 15%. He also quotes figures from The Socony-Mobil Oil Company of sight, 83% and hearing 11%.(3)

The statistics on the retention of knowledge, from the same sources, are even more critical for librarians and educators. According to the Industrial Audiovisual Association, people remember only 10% of what they have read, 20% of what they have heard, and 30% of what they have seen. A learning experience incorporating seeing and hearing together results in 50% being remembered.(4) Cecil Wilkinson puts these figures slightly lower, with only about 8% remembered from reading, 17% from listening, 26% from seeing and about 47% from seeing and listening.(5) Discussion and action lead to even greater learning retention (6) and this does have implications for libraries and education - workshops and practical sessions are of great importance to successful learning retention.

Further statistics on learning and remembering, giving similar figures, have been published by the Minnesota Mining Company (7) and by Klaus Karch in his book Multivision. (8)

What can librarians conclude from these statistics? 10% remembrance after reading print is hardly an efficient or cost effective method of providing information. But it is still the media that perhaps 90% of libraries throughout the world use to convey information, even in countries with high levels of illiteracy.
CONCLUSIONS - MULTI-MEDIA DEVELOPMENT

It would appear that librarians of today have got it dreadfully wrong somewhere along the line. When the written word was the only method of recording information, of course it was critical to the acquisition and communication of information. But as the more recent audiovisual materials have developed, which give higher levels of learning retention, librarians have failed to keep up to date and to develop their services to meet the needs of their users.

50% remembrance has been shown to come from audiovisual learning experiences, but how many libraries provide their users with such experiences? Perhaps no more than 10% of libraries throughout the world.

25.1.1. PRINT, VISUAL AND AURAL LITERACY
There is another vital reason why libraries must provide multi-media learning experiences. The number of illiterate people on earth can only be estimated. According to the UNESCO Statistical Yearbook of 1982, some 800 million to one billion people, about one third of the adult world population, can neither read or write. More than 60% are women, significantly some 22.5 million live in industrial countries, and more than 70% of the population in 23 countries was still illiterate in 1980. Yet these people have a right to, and often desperately need, information.

These statistics should concern all librarians, for by stocking only print materials, they are denying one billion people access to information, and some of these people live in the UK. But illiteracy is a matter of degree, and many more people have progressed only part way along the path. In one Case Study it was noted by a University Librarian that many of the students coming to the university came from homes where books and reading were not common-place and where the previous use of libraries was unusual. How 'print literate' then are these students? How have these students obtained their 'learning', both formal and
CONCLUSIONS - MULTI-MEDIA DEVELOPMENT

informal, before embarking on a course of higher education? Can librarians honestly expect these students to now learn only from a medium to which they are less accustomed, and which is often less exciting, less stimulating and less effective than the media they have become accustomed to? But are these students any less literate from not having learned from print, for the word literate is defined not only as 'able to read and write', but also as 'learned'. There are many 'learned' people throughout all ages who have gained their abilities from sources other than the book - why do Librarians insist in equating literacy with print literacy?

It is equally true that throughout the world not everyone can read pictures or sounds either, and those who can, do not all gain the same information. The writer's own experiences of showing the same picture to literate people of different nationalities and in different countries prove this conclusively. People read pictures and sounds in different ways because of differing circumstances. Print literacy comes through formal education, but pictorial and aural literacy develop naturally through exposure to pictures and sounds - and there are still groups of people to whom pictures are either non-existent or rare, and do not hear the sounds we are accustomed to. Culture and experience also determine the way people understand pictures and sounds. But providing some exposure to these phenomena has taken place, and the content relates to their experience, there is a good chance that people will understand something of the information being conveyed in this way.(10)

Thus the message for librarians must be that they include pictures and sounds in their library collections. But it is just as important that they select the right pictorial and visual materials as it is that they select the right print based materials.
CONCLUSIONS - MULTI-MEDIA DEVELOPMENT

As well as being the only formats in which some types of information can be stored or preserved, and being more attractive and effective learning materials for some users, the more recent audiovisual materials also complement print by presenting different aspects of the same subject. Together they give as complete an understanding of a subject as possible. Each format has some special ability in communicating information and librarians must ensure that they make available to their users every aspect of the information. In this way they are more likely to understand a topic thoroughly, not just partially as at the moment when only the book is provided. For only when librarians use all appropriate forms of information together do they really become professional disseminators of information. As long as libraries remain pre-dominantly print based, librarians are providing only a part of the learning experience that our users need and increasingly expect. (11)

While these statements are applicable to all types of libraries, this work and others have shown that the majority of academic libraries have now responded to a greater or lesser extent to the challenge of multi-media information. But few academic libraries have yet reached an acceptable balance between print and the more recent audiovisual formats. This would also be true of those public library services who have developed a multi-media approach, although a very few have developed to a greater degree than their academic equivalents.

Yet it is to the academic libraries rather than the public libraries that the younger users will go, users used to learning from a wide range of audiovisual media. But it is not only students who have consciously or unconsciously developed a multi-media approach to learning.

25.1.2. USE OF AUDIOVISUAL MATERIALS IN TEACHING

The audiovisual consciousness of many teaching staff has improved over the years and it is no longer so necessary to undertake 'missionary' work to encourage them to use audiovisual materials.
CONCLUSIONS - MULTI-MEDIA DEVELOPMENT

The writer undertook a small survey in 1982 at the College of Librarianship Wales, to see how the use of audiovisual materials had changed in the College. It was estimated that in 1973, when the audiovisual production service was established, that 25% of the staff used audiovisual materials in their teaching. These consisted almost entirely of commercially published audiovisual aids and programmes, especially films, available from the College Library. In 1982, twenty of the teaching staff were interviewed and it was found that:

TABLE 20 - STAFF USE OF AUDIOVISUAL MATERIALS AT THE COLLEGE OF LIBRARIANSHIP IN 1982

<table>
<thead>
<tr>
<th>Type of aid</th>
<th>Number of staff using each aid</th>
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It was found that: "all the teachers use one or more types of aids in their work." (12)

Overall it was estimated that more than 75% of the teaching staff were using audiovisual materials, the most popular being the overhead transparency followed by the slide, and that most of these were created by the teaching staff themselves. Thus the number of staff at this College who use audiovisual materials has increased considerably over the years.

A similar situation applies in many other academic institutions. Although, as has been stated, most institutions still remain fairly traditional in their overall approach to teaching, the majority of teaching staff now use some audiovisual aids and programmes in their work. At some institutions, usually those...
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with well developed academic support facilities, the use is very heavy. At Brighton Polytechnic, for example, this heavy use is evidenced by the number of staff making productions themselves, in the amount of equipment in use, in the numbers of requests received by the Media Librarian for extra copies of materials for use by teachers, and from the number of loans from Learning Resources to teaching staff. Audiovisual use is high amongst the teaching staff of all departments, although inevitably there are still some teaching staff who do not use them.

Increasingly teaching staff are using the more recent audiovisual formats in libraries and learning resources services, they are beginning to recommend their students to use them and include audiovisual programmes on their reading/resource lists.

25.1.3. THE USE OF AUDIOVISUAL MATERIALS IN LEARNING

In those institutions where the more recent audiovisual materials are openly exploited, student use is high, and they accept the newer audiovisual formats for what they are, finding them useful learning aids.

Students find the more recent audiovisual materials give a useful introduction to many subjects. Tape slide and video programmes pick out and pinpoint main topics within a subject, and present the student with an organised structure for learning before they commence the mass of reading they are expected to undertake. These materials communicate some subjects or certain aspects of subjects most effectively, or convey information which cannot be communicated successfully in any other way. They are also useful for triggering discussions amongst students and staff.

Video especially, is seen as an attractive learning medium. Although the user may not get so much information from a short video recording as he might from another format, what the user hears is retained more effectively because it is reinforced with visual images. Students appear to understand this intuitively. Overseas students also respond well to audiovisual recordings, possibly because of literacy problems.
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Multimedia materials also have other potential benefits for students in giving them access to media other than print and broadening their understanding and horizons.

25.2. THE POSITION OF THE AUDIOVISUAL LIBRARIAN.
The post of Audiovisual Librarian is still considered to be necessary by many heads of service and others. Possibly the title itself would benefit from a change. The title 'audiovisual librarian' suggests one who is responsible for the more recent audiovisual materials in the library, but this should not be the case. The term 'Media Librarian' as used by the Open University and Brighton Polytechnic has more to commend it. As many libraries now have 'systems librarians' to develop the computer aspects of the service, so the 'media librarian' develops the more recent audiovisual aspects of the service, except for the selection of the materials which must be carried out by the appropriate subject specialists.

It is possible that some subject specialists would prefer to remain predominantly print based despite a change of attitude within a service, and one function of a media librarian is to ensure that this does not happen, by liaising with, encouraging and maintaining the level of consciousness of his colleagues. Also there is other work to be done of a professional nature, including an administrative and management role; ensuring that the collection is operating at its most efficient; checking on machine usage, reliability and repair; analysing use statistics and investigating increases or decreases in use. A media librarian can also deal with the acquisition processes for audiovisual programmes selected by their subject colleagues, as these often differ from the acquisition of print based materials; the maintenance of licencing agreements, obtaining copyright holders permission to copy materials including detailed negotiations with production companies over the making of copies of their programmes or their transfer to another format; and the
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ultimate interface with the user - the exploitation and playback of these materials. So a media librarian is a form of interface between collection development and hardware. There is a need for one person to be aware of developing technologies and consider their implications for the service.

In 1974, in an article 'Planning for media development', it was stated that:

"All major library services need to appoint media technologists, whose role it is to plan for media development, ... to determine the needs and the priorities in conjunction with their colleagues and co-ordinate those media services which libraries already have, including print units, photographic units, art and design units, copying services, microfilm units and binderies....

...it is his job to develop the means by which readers may use a wide range of audiovisual materials in the library, but it is the service librarian's job to select acquire and disseminate all types of library materials. ..." (13)

Such a pattern has been adopted by a considerable number of academic libraries, which have named posts for specialists carrying out a wide range of duties similar to those above. This pattern is by no means restricted to academic libraries, as some of the larger public library systems also have 'audiovisual librarians' to develop a range of audiovisual services, including sound and vision recordings collections, and a range of ancilliary services. Amongst the public libraries with such appointments are Westminster, Sheffield, Manchester, and Camden.

25.3. THE PROBLEMS OF UNIVERSITY LIBRARIES REGARDING MULTI-MEDIA DEVELOPMENT

The reasons why many university libraries still maintain the traditional forms of library service, are not always obvious to many librarians concerned with the development of the more recent audiovisual materials and others in the profession. Less than half have developed multi-medially and have developing relationships with the audiovisual production service. The study of the situation in two pre-dominantly print based university
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libraries, which have features common to many universities, points to a number of significant and fundamental constraints on audiovisual developments.

The first constraint is applied by the academic lecturing staff of the institution. For the most part they have had little experience of other types of library service other than university or national libraries and therefore have no concept of the benefits of a broadly based teaching / learning resources service to themselves and the institution as a whole. Their teaching methods tend to be traditional, few of them have had any form of teacher or in-service training and some see research as being more important than teaching. One University Librarian suggested that some teaching staff still oppose the concept of students reading anything on the subject other than the documents considered necessary by the individual teacher and thus do not encourage library use. (See Appendix 1.) Other teachers may not encourage students to read outside the recommended texts as the subject has been written about extensively.

It is interesting to compare the widely documented phenomena of student centred learning, self motivated learning, individualised learning and changes in the content and structure of courses with the reality of the situation. For in virtually all the institutions visited, with the exception of the Open University, these are concepts which really have not developed to any extent, except in courses for mature students engaged in open learning or post experience courses. Everywhere the answer was that little has changed as far as the ordinary undergraduate student and the day to day lecturing is concerned. Of course, some teachers are experimenting, some departments are developing new techniques, but these developments appear to be few and far between.

While the bookfund of the university library is nominally in the hands of the university librarian, in some institutions it is allocated amongst teaching departments, where it is jealously guarded. Lecturers are then able to recommend materials for the
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library with the reasonable assurance that they will be purchased. Particularly at a time of financial restrictions, this leaves the librarian little flexibility or spare funds to ensure a balanced book stock, let alone purchase audiovisual materials. It is significant that in universities which have begun multi-media development, a much stronger control of the book fund is exercised by the librarian.

While some lecturing staff do use audiovisual materials, they usually purchase them through their departmental funds and not through the bookfund which they see as being specifically for print-based materials. They regard the audiovisual materials purchased from departmental funds as teaching materials which become their 'personal' property and not for general use throughout the university. Indeed, the impression is gained from some universities that while the institution as a whole regards the library service as important, some lecturing staff either do not use it to any great extent or feel that it has little to do with their work or with their students as they can get virtually all the materials and services they require through their own departments. While some colleges and institutes of education and polytechnics are working towards the centralisation of teaching and learning resources, it appears that such a move would be against the very traditions of some British universities. (14)

Neither is any pressure for change being applied by the students. While formal channels exist that could be used by students, in practice they are not used. Many students come straight from school and many of them will have had a poor experience of libraries in their schools, if indeed there was one at all. Few of them will have been encouraged to use the public library either by teachers or parents. Their expectations of a library service therefore will also be low. Many of the mature students with work experience are from overseas and for the most part their library expectations will also be poor because of the level of development of libraries in their own countries. Thus as there is no pressure from students to include multimedia materials in
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the library, the librarian is denied this weapon to stimulate change.

Thus, while a librarian might wish to develop a multimedia collection, he has no spare funds with which to do so and has little or no support from lecturing staff and students. His third constraint usually comes from his own staff who often do not shown any enthusiasm for development in this area either. The staff of some university libraries do not change as often as in many other libraries, universities often being situated in attractive towns or areas. Once they are appointed to the staff they tend to stay because it is a pleasant place to live and work and this ultimately becomes more important than any sense of ambition they may have. As they may only have worked in one library or have had previous experience in another university or national library, they may have no previous experience of a library service that offers a different approach. Dr. Brian Enright, in one of the most amusing but telling articles on librarianship in recent years, wrote:

"The inertial power of entrenched staff attitudes can be as tyrannical as that of the old autocrat boss. It is curiously almost a 'taboo' topic rarely discussed or written about, something like having an alcoholic in the family, but the straitjacketing effect at every level can be severe ..."(15)

As the institution has no validation procedure other than the recommendations of the external examiners, themselves almost entirely university staff, there is little hope of pressure for change coming from this area.

The Government, while increasingly critical of the work of the universities, has contributed negatively on the whole by attempting to control universities by cutting their funds and not by taking a positive approach to solving some of the problems stated by Moodie and Eustace.(16) Reducing the funds of an institution with such a loose organisational structure can only lead, inter alia, to those sections who do not have sufficient power suffering considerable economic cutbacks. This leads to a
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further deterioration of the already traditional programmes or services they offer and allows for little possibility of positive and rational development. That there are moves within some universities to bring the learning resources together suggests that some universities are beginning to take a serious look at their more effective and economic organisation.

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CHAPTER 26

QUESTIONS THAT INSTITUTIONS WHICH HAVE NOT YET DEVELOPED COMBINED LEARNING RESOURCE SERVICES, SHOULD CONSIDER FOR THEIR FUTURE DEVELOPMENT

26.1 GENERAL

26.1.1. In addition to the library, does the institution provide a full range of support services for audiovisual production, presentation and for computing, available to all academic staff and to enable them to carry out their work in the most effective way possible?

26.1.2. If such facilities are located in faculties and departments, in practice how easy is it for all academic staff to gain access to them?

26.1.3. Does the institution provide a wide and balanced range of teaching and learning support materials - audiovisual and computer software, in addition to printed documents?

26.1.4. How many locations is it necessary for teaching staff to visit or telephone to:

- obtain a picture of an object and have it made into a slide for teaching purposes?
- arrange for a computer program to be demonstrated to a course, using a projection television screen or several monitors?
- obtain a video programme and have it projected to a course?
- check if any suitable audiovisual programme exists and then arrange to borrow or purchase it, or have one made?
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26.1.5. If such materials are located in faculties and teaching departments or in separate academic support services, in practice how easy and convenient is it for all staff and students to gain access to them?

26.1.6. Would the teacher benefit by visiting only one location to have the above and similar requests satisfied?

26.2. MANAGEMENT

26.2.1. Is the work of the academic support services co-ordinated in any way?
   - do they report to the same committee?
   - do the heads of service report to the same person?
   - how could this be improved?

26.2.2. Is the organisation of separate support services the most efficient, economical and time saving way open to the institution?

26.3. LINKS WITH TEACHING STAFF AND STUDENTS

26.3.1. Do any of these services have formal links with teaching staff?
   - are staff from all support services involved in curriculum development in order that they can organise appropriate support material and services?
   - If not, how do they keep up to date with teaching activities and developments, in order to support them?
   - In practise, do these links work effectively?
   - Is there an effective link between all support services and students?
   - If not, how do the support services know what services students require to provide optimum learning conditions?
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26.4. AWARENESS OF ACADEMIC SUPPORT SERVICES

26.4.1. Does the institution have initial and on-going training schemes to make teachers aware of academic support services and developments within them?

26.4.2. Are teaching staff encouraged, trained or assisted to use modern teaching methods and techniques?

26.4.3. Are all support service staff made aware of the range of activities of the institution, and trained to meet its objectives? Are they trained in the work of their own service and aware of the work of other support services?

26.5 DEVELOPMENTS IN INFORMATION TECHNOLOGY

26.5.1. In view of trends in the technology of information, what are your views on the need for the overall co-ordination of all teaching and learning resources within the institution to avoid overlap between services and confusion to staff and students?

26.6. SUMMARY

26.6.1. How important to the institution is the provision of efficient and convenient support services to the teacher?

26.6.2. Are teaching and learning support services organised in such a way that they meet the perceived needs of the teaching staff and students?

26.6.3. Are they organised in such a way that they could develop flexibly to provide services and developments in technology which would meet the future needs of teaching staff and students?

26.6.4. Would the co-ordination of the work of all support services to ensure a rationalisation of services, an eradication of overlap between them and an integration of some aspects of their work benefit the teaching staff and students?

26.6.5. Would combining all support services into one single service benefit the teaching staff and students?
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26.7. CONSIDERATION OF THE HYPOTHESES

At the conclusion of this research, the writer is convinced that the overall co-ordination of academic teaching and learning support services is indeed in the best interests of the institution, and that access to the range of services available through one service point is the most effective way of meeting the needs of the members of the institution.

This conclusion could be interpreted to mean that this thesis has really been about the development of learning resource centres, and there is no doubt that the learning resource service or the learning resource centre tends to figure prominently in the work. However, this thesis has attempted to chronicle the development of a wide variety of relationships, and indeed in some cases the non-development or breakdown of relationships between libraries and audiovisual production services. Learning resource services have a prominent role in this work simply because they are a manifestation of the natural development of relationships between these services to meet expressed needs and because this form of development offers the most hope for the future.
INDEX OF INSTITUTIONS

This Index gives the main location/s of those Institutions of Higher Education included in Volume 1, and Volume 2, Appendices. In addition all institutions, except for the four about whom no information could be obtained (see page 9, vol. 1), are located in Appendix 9.

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APPENDIX 1

CASE STUDY - THE LIBRARY AND AUDIOVISUAL AIDS UNIT,

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CASE STUDY - THE LIBRARY, THE UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

A. INTRODUCTION
The University College of Wales, Aberystwyth, was founded in 1872 and is the oldest constituent College of the federal University of Wales, which, outside London, is the largest University in the United Kingdom, with over 20,000 students enrolled at the various colleges of the University. Some three thousand students attend the College in Aberystwyth.

The academic staff of the University College are mainly home bred in that they have been appointed from research posts within the College or from other academic establishments. A few have come in from industry and research establishments, but most have little experience of working outside this or similar institutions.

Most students come straight from school, with the exception of overseas students and some mature students in departments such as Education.

There is no formal system of validation for College courses. Standards are maintained by the external examiners.

B. DEVELOPMENT OF THE LIBRARY SERVICE
The Library of the College was founded in 1872. The Registrar was also the first Librarian, as the Library was then seen as an administrative department. The post of Librarian did not carry academic conditions of service or professorial status until the early 1960's. There have only been five holders of the post of Librarian since the College was founded and the present Librarian is the first to be employed on professorial scales and his status is now defined as academic in the College Charter.

Over the past twenty five years the Librarian has been gaining more control of policy in the Library. Previous to this the Library was very much in the hands of a group of professors who
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formed a Library Executive Committee. However, no records exist for the period before 1950 and thus it is not entirely clear how the Library was run. Until the present Librarian was appointed, none of his predecessors had library qualifications, although some of the library staff had. The Library service developed as a decentralised system and the status of the Librarian changed partly as the various sectional libraries began to be placed under his control and also as the concept of appointing professionals to university librarian posts became the norm.

The new library building was opened in 1976, having previously been housed on the first site of the University. When the building opened on the new campus, most of the departmental libraries were incorporated into the collection, although there are still three science libraries and the Education Library separate from the main Library.

C. MANAGEMENT

The Library supports the teaching and research of the institution but the University itself has no clear aim and objectives beyond that. Therefore the Library as a support service suffers from the same vagueness of purpose. However, the aim and objectives of many universities may well have to be reassessed in the near future as a result of the Jarrett report.

Staff and student numbers had built up steadily over the years reaching a peak in the last decade but they are now decreasing. This has had an affect on library provision because when numbers go up, the Library becomes financially easier to run, but when numbers go down, there is less money available to run the service.

The present Librarian feels that librarianship has recently become very technical and highly specialised, whereas in the past the librarian 'could be well versed in many things'. The Chief Librarian is now therefore much more involved in administrative matters than professional work. His main interests lie mainly in
library design, the functions of librarians within the physical surroundings in which they find themselves and with the applications of information technology in the Library.

His previous background has always been in academic libraries and he took up this post after being a Deputy University Librarian in Ireland. He has also worked in Nigeria and America. He has been used to having slide collections in some of these libraries and music where there have been music departments. He has not worked with other forms of audiovisual materials, however.

The Librarian is a member of Senate, but not a voting member. He can exert considerable influence as he is expected to set the standards and his proposals are usually accepted if finance is available and there is a demand for the provision. However, he has had little success in hastening the closure of sectional libraries in the past, and indeed the recent new library building was not designed to include the various science libraries. It is only as a result of severe financial cutbacks that, as an afterthought, some centralisation is now taking place.

The Librarian is an ex-officio member of the Computer and the Audiovisual Aids Committees. Recently the College has set up an Information Technology Committee to deal with resources in this area, but neither the Librarian nor the Head of the Computer Unit are represented on this committee! Both can put in a claim for money from this committee if they wish, but the Librarian has not done so yet as the work of the committee is hindered by lack of finance.

The Library is represented at all faculty meetings by members of the senior library staff or the Librarian, but it is not represented on the Policy and Finance Committees. The Chairman of the Library Committee is however always represented and this post is usually held by the Principal or the Vice Principal of the University. The Library Committee is a policy committee and its recommendations are passed on to Senate.
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The conditions of service of the senior library staff, although they are on academic salaries, are different to those of the academic teaching staff.

D. LINKS WITH TEACHING STAFF AND STUDENTS.
Each teaching department elects a library representative with whom the Library communicates. Each member of the senior library staff has a responsibility for maintaining contact with a group of teaching departments, although this may not necessarily represent the subject specialism of the member of library staff concerned, as there are more departments to be covered than there are senior library staff. The number of teaching departments is being reduced within the college either by amalgamation of associated subjects or by closure of certain departments altogether and this should ease the problems of departmental representation for the library staff. The Librarian tries to arrange meetings between library representatives, the subject librarians and himself at least once a term. This is usually done on a faculty basis.

The Library encourages new teaching staff to meet the appropriate subject specialist but this does not attract as many new staff as the Librarian would hope for. The Library also issues circulars and reports developments in the College newsletter.

These links are successful up to a point but the Librarian feels that teaching staff often confine their use of the Library service to their small departmental library and therefore do not understand the Library service as a whole.

Most staff will have had little experience of library services other than university or national libraries and do not have great expectations of the Library service within the institution. However, the Librarian had noticed that younger lecturers or those who have come from institutions where the library service is "very lively", expect the same standard of service from the
Library here. The Librarian feels that the teaching staff are book conscious, but not library conscious. They want books but they want them on their desks and not in a library. There are exceptions in that there are a few teaching staff who are extremely library-conscious, but most do not realise that the Library forms a learning resource. Some staff would still prefer students to work from a teaching pack of materials, on a subject selected by the lecturer and brought together in the Library. They do not expect the students to have any responsibility for finding the material themselves in the Library.

Links with students are very loose. The students are represented on the Library Committee and can also approach library staff directly with suggestions and requirements. There are also staff-student liaison committees which exist within the departments and schools. There is some feedback from these committees although the Library is not represented on them.

Some of the overseas students expect to be given considerable assistance by the librarians and have no concept of using the Library for themselves. Students from the United Kingdom vary in their library awareness but because of the lack of school libraries, many of them do not know how to use a library properly either. Quite a large percentage of students come from homes where books are not commonly found.

Some students are assisted to use the Library through Library instruction courses, which cover orientation, the use of the catalogue and abstracting journals. This is done, if it happens at all, usually because of effective liaison with teaching departments who send students in groups, as it is easiest to deal with them in this way. Developing study skills, the Librarian feels, should really be done by the lecturer. The Library will also help students in the presentation of bibliographies, etc.

While training is undertaken by library staff, no formal involvement in the teaching programme is undertaken by them now,
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although in the past chief librarians often taught. For instance, the previous Librarian, who was not a qualified librarian, taught archive administration courses and mediaeval studies, which tied in closely with his academic specialisation.

Pressure on the Library to change its approach or methods, comes mainly in the form of complaints from users and there are rarely any positive approaches made to the Librarian for change. The Librarian sees this as unsatisfactory as the institution should show greater interest in the resources it has built up. The pressure for change should also come through the Library Committee, but rarely does.

There have been no special studies made of the use of the Library by staff or students, although the new computer charging systems does analyse current use of the Library service.

The Library is normally not involved in curriculum development except where a completely new subject is suggested. Library provision would then have to be examined.

E. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

Within the Library budget a certain sum is allocated to each department for books, but not for periodicals and staffing. These book grants are seen by the departments as their own and the Librarian and his staff have little freedom in the way they are spent. The annual amounts can however be varied by the Librarian in cases of over or under spending by departments.

The Library has a small quantity of the newer forms of audiovisual information materials in its stock although most of them have come as part of a predominantly print based learning package, usually in the form of slides or records, rather than the result of a deliberate policy. In the case of microforms however, there has been a purchasing policy. The Librarian has not yet established a policy regarding computer software. The Library does not hold copies of the audiovisual aids, handouts or
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recorded lectures of the teaching staff. The Library collects published catalogues of multimedia materials and would attempt to obtain such materials on loan for users if required.

It took a little while for the library staff to become accustomed to these materials and they are kept segregated from the books, not interfiled. If the Librarian had had a member of staff who was particularly interested in the more recent audiovisuals, he would probably have developed this collection. There has, however, been no enthusiasm amongst the staff for such a development.

The Librarian regards the more recent materials as extensions of the book. However, he believes it would be unfortunate if some encyclopaedias become available on CD-Rom only and not also in print as this would create problems over their use in the Library. He regards videocassettes, slides, audiocassettes and compact discs as suitable materials for library use. He would not be in favour of collecting long playing records because of their fragility. The Library will not be purchasing the Domesday Project unless there is a particular demand for it. The Librarian is concerned about the initial cost and felt that no department would be willing to pay for this from their budget. In general he would prefer to keep to the more conventional materials.

If the Library were to lend audiovisual materials within the institution and equipment were needed, the user would have to obtain the equipment from the Audiovisual Aids Unit. At present, little of this is done. However, if the amount of the more recent audiovisual materials increases, the Library would acquire more equipment for use in the Library but would not wish to lend it because of the problems of moving it around a large campus. Departments are already building up their own collections of audiovisual equipment however.

The Library has a videocassette recorder and television set on which videocassettes can be played back by users, both staff and
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students. This is not placed in the open Library, but kept in the Library Seminar Room. Staff assistance is provided should this be necessary. The videocassette recorder is also used for library staff training, appropriate videos being obtained on loan. Users have to borrow slides and records as there is no playback equipment in the Library for them to use.

The Librarian is aware that there are many audiovisual learning resource materials being acquired by lecturers in teaching departments for use in their teaching programmes. However, no-one knows fully what is being purchased or where they are kept, except for the audiovisual materials housed in the Department of Education's separately financed Resources Centre, which is physically located next to the Education Library in the Old College buildings. These materials are in the care of a librarian who is a member of the University library staff, but whose salary is shared by the Library and the Department of Education. The Department decides what materials are required and the librarian then deals with their acquisition and exploitation using conventional library techniques. There is also a small production unit in the Faculty, financed by the Welsh Office, that produces materials for schools to enable them teach through the medium of Welsh. This works independently from the audiovisual production service of the University College.

There is a teaching programme in the Department of American Studies on the American film, and they have a collection of films for use in teaching. There are also language laboratories in the College which have learning materials for teaching languages. He believes that all these materials should be in the Library for use when the student wishes to revise or refresh the memory.

The Librarian has had no response from students about the use of such materials in the teaching process though there have been few major changes in the content and structure of courses and little movement towards individualised learning within the institution. Conventional teaching methods are still preferred by most
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teaching staff. There has been little response from either staff or students to the presence of the newer audiovisual materials in the Library. The teaching staff do not include any of the new materials on the reading lists which they send to the Library. Indeed, some teaching staff seem to actively resist the introduction of audiovisual materials in the library!

The Librarian has been trying to encourage the teaching staff to deposit video recordings that they wish their students to see, in the short loan collection, but only the Visual Arts Department have done so as yet. Originally this department asked the Librarian if he could purchase video programmes in their subject area but he was not able to as there were no separate funds available and the money would have had to come out of the department's book grant. The department was unhappy about losing some of their book grant so they are buying videocassettes from other departmental funds or producing the videos themselves and have deposited them in the Library over the last four years.

There has been no pressure from either staff or students for the provision of audiovisual materials in the Library, apart from the staff of the Visual Arts Department. If students wished to apply pressure on the Library to take more audiovisual materials this would normally have to be done through the formal channels, although it could be done informally by direct contact with library staff. Thus in reality it would be difficult for students to make their preferences known.

The Librarian feels that if he had extra money available to build up a collection of slides or recordings, then users would enjoy them and find the collection valuable, but this is not possible at present. There is already a large slide collection in the Visual Arts Department, but there would be no intention of handing it over to the Librarian. Unfortunately other teaching staff in other departments have also built up collections of art slides as they teach art in a peripheral way, so duplication is already taking place within the College.
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There is no record in the Library of audiovisual teaching and learning materials bought by teaching departments, although the Librarian feels that this information should be collected centrally. This is not the view of his academic colleagues, however. As these materials have been paid for from departmental funds, the teaching staff are protective about them and feel that they are their own property, although in some cases if somebody else knew about their existence, they might be willing to lend it. They do not want to feel that they would loose the ownership of the material, or that somebody else would be using it when they want it. However, the collection of this information is not something the Librarian would wish to undertake unless he could ensure access to this material afterwards.

The Library Catalogue includes all library materials. Materials in the Education Department's Resources Centre are held in a separate catalogue in the Centre. The slides in the Visual Arts Department have been catalogued by an MSC project team and the Library was not involved. There is no record of this slide collection in the Library.

With the increasing use of computer networks on the campus, there will shortly be some computer terminals in the Library, linked up to the main computer facility, and available for users during the opening hours of the Library.

F. IN-HOUSE PRODUCTION FACILITIES

To the knowledge of the Librarian, no member of the teaching staff has ever approached the Library for help in producing their audiovisual aids, although it is possible that they approach the subject librarians for help in obtaining source materials. The Library would undertake an information search if asked to do so. It would also attempt to find out if any suitable materials already exist.
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The Library has a Photographic Unit which is run by a Photographic Technician, and situated on the basement floor of the Library building. The Photographic Technician is responsible directly to the Librarian and is the only person employed in the Unit on a full time basis. There was a full time assistant but this post was frozen some years ago. The Library now finances a part time appointment from the income accruing from photocopying. The Photographic Technician is responsible for running the photographic services and also for maintaining such equipment in the Library, such as the microfiche readers and the videocassette recorder. He does not deal with computer equipment which is maintained on an external contract.

The photographic facilities began in the Library in 1964 and were set up at that time to offer a photographic service, to cope with the increase in microfilming and to deal with the more primitive, photographic process based photocopying facilities that existed then.

The Photographic Unit is regarded as the central photographic unit for the College, although several of the teaching departments also have their own photographic facilities and technical staff. The Photographic Technician in the Library undertakes a range of photographic and other basic audiovisual production services which are heavily used. The range of services provided include the production of slides or black and white prints made from illustrations in books in the Library or from lecturers' own materials. Overhead transparencies, microfilm, prints and copies from microfilm and microfiche, and the production of offset litho plates and printing can also be undertaken.

There is also a photocopying service which users may operate themselves or the work can be done for them. Much more of the work of the Photographic Unit is now being carried out using photocopying equipment due to the advent of enlargement and reduction facilities and the improvements in quality. Spiral binding is also undertaken by the Unit, as this format is now
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accepted by the University for some smaller projects. The Librarian would be glad to extend the provision and facilities of the photographic service as required.

Users can approach the Photographic Unit directly for help, it is not necessary to go through the library staff. The Unit has a scale of charges for its services. If the lecturer's own department has funds available, it will pay for the production of the materials. If there are no funds, some teachers pay for materials out of their own pockets. Students also make use of the photographic service but normally have to pay for the materials produced.

The Library would lend reference only materials for use in an audiovisual production either to the Photographic Unit or to the Audiovisual Aids Unit.

The Librarian believes that the Library has a role to play in the production of audiovisual aids, and is prepared to undertake the production of some of them, certainly as far as the Photographic Unit can co-operate. Indeed he sees this as one of the objectives of the Unit.

The Library could help in the production of tape slide programmes only in so far as it could produce the slides, although the Librarian attempts to keep the photographic technician working within the Unit, which would make it difficult for him to take slides on location. When the Library produced its own user education tape slide programmes the Unit prepared the slides and the Audiovisual Aids Unit was responsible for the soundtrack and synchronisation.

The Library could not help in the production of film and video programmes simply because the Audiovisual Aids Unit is not part of the Library. If it were, the Librarian would see this as part of the Library function.
The Librarian feels that as the medium of film and video is so different to the simpler audiovisual aids, the teaching staff will not be confused by this split in the location of facilities. They would in fact find it difficult to get a video programme made because of the lack of staff in the Audiovisual Aids Unit and the cost involved.

G. OTHER CENTRAL SERVICE UNITS

Within the College there is a Computer Unit and an Audiovisual Aids Unit, in addition to the Library. The Audiovisual Aids Unit keeps its own productions and does not maintain any form of library. The Computer Unit has a collection of computer software and a library of computer manuals available for their own use and for all users of computing equipment.

The Computer Unit was established at the College before 1970, the Head being an academic on similar professorial grade and conditions to the Librarian and with a seat on Senate. The Audiovisual Aids Unit is notionally under the control of a member of the academic staff but in fact is run by a Chief Technician. At one stage the Head of the Drama Department was nominally in control, but when he resigned, the responsibility passed to a Senior Lecturer in the Romance Studies Department.

The Computer Unit has secretarial staff while the Audiovisual Aids Unit does not. Both have their own premises within the College, the Computer Unit on the main campus, the Audiovisual Aids Unit in accommodation close to the Old College building.

The Librarian feels that the location of the Audiovisual Aids Unit is unsatisfactory as it has responsibility for equipment provision in all parts of the University. Because it is located away from the main campus, it has had to set up a loan collection of equipment, usually under the control of a porter, in each major building, to avoid having to transport equipment all over the two sites. The Computer Unit also has similar problems in that it has 'Terminal Rooms' situated in several buildings which
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it has to maintain. Recently, the Computer Unit wanted to set up computer terminals in a separate room in the Library but the Librarian was not agreeable to this as he wished the equipment to be on open display in the main Library where it could be easily seen. After considerable debate on the subject, this is now being done.

There is the potential for disagreement between Computer Unit staff and librarians because of personality differences. The Librarian feels that this has been exacerbated as the computer staff have a great deal of technical knowledge of computing and librarians do not, while the Computer Unit staff do not understand much about information and its handling, which they are increasingly becoming involved with, whereas the librarians do. It may well be that the Computer Unit will see the Domesday Project as part of their responsibilities and acquire it.

Part of the difficulties that arise between these two central service units have to do with financing. As in other universities, the Computer Unit is heavily subsidised by the Computer Board, a government body set up to encourage the use of computing facilities for research purposes. As universities have increasingly become involved in teaching computing and using computers in teaching, the Computer Board's remit has also included these aspects of computing. However, the Computer Board has not become involved in the use of computing for library and administrative functions and this is where some of the problems lie as finance is available for teaching and research purposes but not for the use of computers in libraries.

The Librarian believes that the motivation for bringing together a computer centre and a library, as is currently being discussed in more than one university, may be partly the rationalisation of money from this source. In universities where there have been computer units and library services that have been running for long periods, the question of who is going to be in charge of a combined service may prove to be a major stumbling block.
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There is no formal consultation process between the three central service units, although recently there has been some informal consultation taking place with the Computer Unit over the introduction of a local area network and JANET (Joint Academic Network - financed entirely by the Computer Board) with the Library acting as an access point to them.

The staff of the three central service units do not fully understand the work done by the others. While the Minutes of the committees responsible for these units are available to senior staff of the units, these would only show part of the reality, nor are they always read. No attempts have been made through staff training or liaison to ensure that staff are aware of the work of the other central service units. No staff from the other units have ever attempted to find out what the Library is doing. The Librarian believes that it would be a good idea if the Computer Unit staff came to see what the Library is doing.

The staff of the central service units do not come into contact with each other during working hours except when they are involved in work in another unit. The Computer Unit does run training courses on various aspects of computing which library staff can and do attend if they wish.

The Librarian believes that service to users would improve if staff of the central service units were to work more closely together. Each unit could complement each other although there might be conflicts of interest because priorities would be slightly different. Successful co-operation would depend on the flexibility of the staff concerned.

The Librarian can foresee possible overlaps in services if the Computer Unit start undertaking the provision of information through telecommunications. This will lead to considerable conflict. However, there is no overlap with the Audiovisual Aids Unit at the moment, except in the production of learning materials. Thus if users want slides, overhead transparencies or
photographs producing they have to go to the Library for this service. If they want more sophisticated audiovisual programmes producing, they have to go to the Audiovisual Aids Unit. If they require assistance in the area of computers and computer programmes, they have to go to the Computer Unit.

G. CO-OPERATION WITH THE AUDIOVISUAL PRODUCTION SERVICE

Co-operation takes place only when the Unit is undertaking work for the Library or when the Chief Technician from the Unit asks for the assistance of the Photographic Technician or when the Unit lends the Library its van to transport books. There have been no job demarcation or empire building problems experienced with the Audiovisual Aids Unit.

None of the materials produced by the Audiovisual Aids Unit are deposited in the College Library, nor are the slide and overhead transparency materials made by the Library's own Photographic Unit. Users go to the Audiovisual Aids Unit for access to any materials it has produced. The National Library of Wales has however asked all academic institutions in Wales to deposit promotional materials in audiovisual formats in its collection.

The Librarian feels that users could find this split in the access to the more recent audiovisual materials confusing, until they understood the system. What is more difficult to deal with is a request from outside bodies for information related to audiovisual materials produced within the College. The Library often cannot help as it has no records of such items, nor can the Audiovisual Aids Unit as they are not geared to this type of information supply. This difficulty applies equally to materials produced within the Computer Unit, as the Library has no record of them either.

The Library does not have to work through the Audiovisual Aids Unit to purchase equipment but the Librarian feels that it would be foolish not to seek, their advice. This is not true for computing equipment where it is necessary to go through the Computer Unit who will decide which machinery is required.
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The Librarian feels that the institution should standardise on audiovisual equipment. This should be the responsibility of the Audiovisual Aids Unit but as this is not laid down, it is often left to individual departments, only some of whom will seek the advice of the Unit. Some standardisation of computer systems is beginning, but although the Computer Unit recommends equipment for use, their recommendations change quickly, because of developments in technology.

The Audiovisual Aids Unit is not responsible for maintaining the Library's audiovisual equipment, although they might repair it 'out of the goodness of their hearts'.

The Library has not yet considered making off-air recordings of radio and television programmes, although many of the teaching departments do this themselves. The Library wishes to wait until the legal position becomes clearer, and if it does become more favourable, the Librarian would be keen to build up a collection of videocassettes recorded off air. At present the Library's videocassette recorder has not earned its keep.

In theory the Unit could be extremely useful to the Library, but in practice it has overcommitted itself with its limited resources and it is very difficult to get anything done.

After the new library building was completed in 1976 the Registrar approached the Librarian to see if the Audiovisual Aids Unit could be located within the Library building. As no provision had been made for this in the planning of the new building, it would have meant the Library losing expansion space and the Head of the Audiovisual Aids Unit was quite adamant that he did not wish to become part of the Library service as he would lose his independence. Access would also have been very difficult for the Unit if it had placed in the basement of the Library and would have involved some alterations to the new building. In some ways the Librarian feels it would have made a lot of sense as the Photographic Unit was already in the Library and the Audiovisual
Aids Unit would have been able to make use of it. Although the approach was informal and a feasibility study was carried out, nothing was committed to writing, apart from some outline plans. The outcome was that the move did not take place as the Library was unwilling to provide the space required. Had the request come before the new building was planned such a move would have been a real possibility and the extra finance required may well have been forthcoming at that time. For operational reasons the Librarian feels that such a move might have been a good thing as the Audiovisual Aids Unit now does much of its work for the Education department, and for College publicity. It does not do a great deal to enhance the learning work within the college.

If the Audiovisual Aids Unit had come into the Library at that time, the Librarian does not feel that it would have affected multimedia development in the Library to any great extent. There would have been advantages for the Audiovisual Aids Unit in that it would have had better facilities, it would have been on the main campus close to the majority of their users and would have had the services of the Photographic Unit. If the proposal came up again the Librarian would want to know precisely what the function of the Audiovisual Aids Unit was before considering the matter further.

The staff would have welcomed the change if the Library had became a better used facility as a result, and if the work of the Audiovisual Aids Unit had developed to aid the learning process.

Because of the trends in information technology the Librarian feels that there is a case for bringing learning resources together. The reasons are largely financial as this would lead to greater efficiency but also because of the increasing overlap between central services. Users would benefit from an improved quality of service provided that there was sufficient expertise in the amalgamated central facility to cope with all the different demands.
H. WORKING AND PERSONAL RELATIONSHIPS.

Working relationships between the Librarian and the Head of the Audiovisual Aids Unit are good. However, one problem the Librarian foresees if the Unit were ever to be placed within the Library, would be that of combining it with the existing Photographic Unit and the question would then be raised of who would take overall charge of the two units. It may well be one of the reasons why the two services have not been merged in past years.

'Working relationships should not depend on personalities, but in practice they often do'. If an amalgamation has to take place and the two heads concerned have confident personalities, it would be necessary to place one in charge of the other and this could lead to difficulties.

The Librarian feels that the Head of the Audiovisual Aids Unit is in an awkward position as he is on technician's salary grades and therefore is not able to withstand a lot of pressure from the academic teaching staff and becomes overcommitted as a result. The Librarian, as an academic member of staff and on professorial grades, does not have the same problem.

If the Library and the Computer Unit are to come closer together in the future, the Librarian envisages some problems over working relationships at the management level.
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CASE STUDY - THE AUDIOVISUAL AIDS UNIT, THE UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH

A. DEVELOPMENT OF THE AUDIOVISUAL AIDS UNIT

The Unit was set up in 1968, three years after the Brynmor Jones report was published and shortly after the audiovisual production service at University College, Cardiff had been designated as the main centre for the University of Wales. The Audiovisual Aids Unit at Aberystwyth was seen initially as being an ancillary service. Ironically, the audiovisual production service at the University College, Cardiff, was closed down in 1986.

The Unit was set up and developed by the present Chief Technician, who had previously set up and developed the Photographic Unit in the University Library in 1964. The Unit had one of the first Ampex video recorders imported into the UK, and it's original role was based on the recording of lectures on video. This simply entailed having a video camera and a video recorder on a trolley which could be moved into a classroom, placed at the back and the lecture recorded. In fact, in terms of the video equipment available at that time, this was about all that could really be done. Studio production and video editing did not come till later.

The name of the service remains unchanged, although the Chief Technician in charge would like to drop the words 'aids' from the title.

B. MANAGEMENT

The aim and objectives of the service have changed over the years but they have never been formalised in print. The Unit now sees itself primarily as a production unit, set up to produce television and tape slide. It currently produces public relations programmes and supports teaching programmes in some departments, especially Education and Drama. It also provides an equipment loan service to back up the facilities already existing in
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individual departments, many of which have built up stocks of audiovisual equipment for their own use and some of which have their own technicians.

A small loan centre, was therefore set up in all the main buildings of the College, consisting of a Kodak slide projector, an overhead projector, a VHS videocassette recorder and a television receiver, and an audio recorder. These small loan centres are placed under the control of a head porter, the onus being on individuals to obtain this equipment from the loan centre if it is not available in their own department and returning it after use.

The Unit has a responsibility for ensuring the correct presentation of audiovisual programmes for the rest of the institution as far as it can, although much of this is taken care of by technicians within the teaching departments. However, because of the small number of staff in the Unit they concentrate on the presentation of audiovisual materials for prestigious events and conferences.

The Chief Technician believes that the production of teaching and learning materials has not developed as it ought to have done because the College has never felt it necessary to give teaching staff 'time off' to develop such programme materials.

When records were kept by the Unit, a process that has been discontinued due to the loss of half a member of staff, it was found that the Unit had assisted 32 out of 34 departments in the College, although this ranged from lending a projector to full television production.

The Unit was responsible from the beginning to the Audiovisual Aids Committee whose first secretary was the Deputy Registrar. In 1974, an ex-television broadcaster became Head of Drama, and was given the responsibility for the Unit and later became Chairman of the Audiovisual Aids Committee. The Head of Drama, although
nominally Director of the Unit, left the running of the Unit to the Chief Technician. When the Head of Drama left the College, the responsibility for the Unit then passed to a Senior Lecturer in Romance Studies, who became Director and Chairman of the Audiovisual Aids Committee. However, he also follows the previous pattern and leaves the Chief Technician to manage the Unit. So although there is in theory an academic Director of the Audiovisual Aids Unit, it has been a nominal post only and the management of the Unit is still the responsibility of the Chief Technician. As far as the Chief Technician is aware, and he is a prominent member of the Educational Television Association, his position is almost unique in the universities of the UK.

The Chief Technician feels that the members of the Audiovisual Aids Committee are not really interested in the work of the Unit. He has tried on several occasions to get them to sit down and watch programmes that the Unit has produced but there has been little response and so the Chief Technician is left to his own devices, until something goes wrong. Pressure for change either comes from the Committee or from some teaching staff who try to bring pressure to bear on the Chief Technician without going through the Committee.

The Chief Technician has to work through his Director if he wishes to have access to Senate or other committees, although he does sit on the Audiovisual Aids Committee. The Director has a seat on Senate although not as the Chairman of the Audiovisual Aids Committee. The Director does have a knowledge of television and film production and was on the original committee that set up the Audiovisual Aids Unit. However he has a full time teaching role in addition to other responsibilities.

Limits on public expenditure have affected the Unit in a variety of ways. Staffing equivalent to half a technician has been lost by the Unit. This was particularly unfortunate as the member of staff concerned was an electronics technician who was able to maintain and repair audiovisual equipment. Until recently, the
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College had a Central Electronics Service Unit, in addition to the other central service units. The Central Electronics Service Unit was under the control of the Physics Department, and the Audiovisual Aids Unit shared the time of one of its technicians with the Geology Department. When a Head of a teaching department needed an electronics technician full time, the Unit was disbanded and the Audiovisual Aids Unit was left without any electronics help at all. More audiovisual equipment has now to go outside the College for repair and there is no regular maintenance procedure for most of the College's equipment. More is therefore being spent on external repairs and maintenance, and the College has to wait much longer for equipment to be returned from repair.

In 1970 a further technician with a photography and graphics background was appointed, He has developed repair and maintenance skills and has recently been promoted on this basis. Thus the Unit has two full time staff.

The Unit is beginning to see cuts in capital expenditure, and as a result of a financial restructuring, the Unit now has to bid for available funds with the Library and the Registry. However, it is felt that this process should work satisfactorily. Funds for supplies of materials have also been reduced over recent years. It is felt however that the University is making sufficient provision for audiovisual resources at the moment, indeed the Chief Technician has been given to understand that his Unit is the cheapest audiovisual production service to run in any University in the UK. The Chief Technician also believes that the attitude of the University authorities to the Unit is one of having a 'very good deal', in terms of the work it does and the size and cost of the unit.

The first technician was appointed on Senior Technician Grade, but was later promoted to Chief Technician Grade in 1972. He has had a background in photography and had worked as a cine cameraman for the BBC. He had no previous experience in television and
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had to learn on the job, although the University did second him to a number of established units in other academic institutions and to a broadcast television service to assist in his development.

The Chief Technician's personal special interests are as a cameraman. He is an ACTT accredited Director Cameraman specialising in documentary and sports work. He undertakes work outside the College, particularly for S4C, the Welsh Television Channel. He lectures for the British Council and for the Royal Television Society and undertakes some commercial work.

C. PRODUCTION
The Unit has a three colour camera studio, a Sony U-matic low band editing suite which is shortly to be upgraded to high band, an ENG unit, three portable video recorders, full sound recording, film and tape slide production facilities and photographic facilities including a darkroom. There is some duplication of facilities and equipment with the Library Photographic Unit, but they are used for different purposes. The Audiovisual Aids Unit uses its photographic facilities to support its production work, not to undertake photographic work for staff.

However the Chief Technician believes that one of the major problems of the institution is that there are a number of technicians in various teaching departments undertaking various aspects of the work of the Library Photographic Unit and the Audiovisual Aids Unit. This he considers both inefficient and expensive and is something he has been fighting against since he took up his first post in 1964. It appears that facilities and technical staff have been built up in teaching departments to meet needs that existed at a particular time only or to provide an immediate service. Both of these needs could have been met more economically by one of the central production units providing proper planning had been undertaken and sufficient time allowed for production. Once these initial needs had been
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satisfied, the teaching department facilities, equipment and technical staff have often been under-utilised.

There is also a danger of television being decentralized in the same way as photography. Several of the teaching departments already have video facilities, although these are not used yet for programme production in the same way as the Unit uses its facilities.

The original production work of the Unit was mainly related to student project work for the Education Department and it was in this area that the Unit initially made use of the outside broadcast unit of the University College, Cardiff. This proved to be unsatisfactory because of problems of distance, timetabling and the tempermental nature of early video equipment. The use of this facility quickly ceased. However, as there was only one technician and one video camera in the Unit in Aberystwyth, the amount of work that could be undertaken was limited. Today the full range of television programme production is possible within the Unit, and even with only two staff, a high quality product is achieved.

The Chief Technician believes that the teaching staff are increasingly looking for ways to make the best use of their teaching time and many are turning to audiovisuals to help them. There has been an enormous increase in the use of television programmes, mainly recorded off air, in teaching programmes over recent years. Off air video recording is carried out within the teaching departments, not by the Unit. A limited number of original programmes have been produced by the Unit for use in teaching departments, and video is also used in role playing exercises for micro-teaching. Teachers are becoming increasingly aware of the need to make original programmes but the time commitment required to do so is still a major barrier to increased programme production.
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It is estimated that up to fifty per cent of the staff use some form of audiovisuals, mainly overhead transparencies, slides or off-air video recordings, in their teaching. The overhead transparency is the most heavily used aid and video is used in a variety of forms such as role playing exercises and bench experiments.

When teaching staff approach the Audiovisual Aids Unit for help in producing programmes, it is unlikely that the Library will be involved at any stage, even in undertaking an information search on the topic or to see if any suitable audiovisual materials already exist. The Audiovisual Aids Unit service would not instigate such a search, nor is it likely that the teacher will have. The Chief Technician believes that many of the ideas for programmes that teaching staff put forward are the result of their attendance at conferences, where they meet colleagues in similar disciplines, who pass on information about programmes they are producing. The teacher will then return to Aberystwyth and put forward the possibility of the College making a similar programme.

The planning and production of the programme is normally a joint venture. The member of staff is encouraged to put something down on paper - some staff are thorough and come up with full information and a story line, others will only give outline details. It is rare that a member of staff will write a proper script. Then the Chief Technician will produce the programme in conjunction with the teaching member of staff. He sees it as his job to interpret their technical or academic know-how into an audiovisual presentation.

The Chief Technician uses the Library on occasion to find illustrative material for productions. He has never had any problems in taking 'reference materials' out of the Library for use in audiovisual productions.
Departments are charged for the cost of materials and any travel and subsistence expenses involved in programme production. Time and equipment are not charged for.

The service does not initiate any audiovisual productions itself. None of the Unit's productions have been commercially published although some may be in the future. However, work either in the form of programme production or training courses, is undertaken for outside organisations on a commercial basis, this development being seen as desirable as it brings money into the University.

Student use of the service is encouraged, if an involvement with audiovisuals forms part of their academic courses. Productions of a more social nature are not, because the size of the Unit would inhibit any other production work, particularly if a weekly student magazine programme was produced, as has been suggested by the Students Union.

Some students outside the Departments of Drama and Education are now making use of audiovisual materials in their academic work and the University has raised no objections to part of their assessed work being in audiovisual form. Students are recommended to use the Unit by their tutors and then work closely with the technical staff in the production process. Departments pay for materials used by students provided the work is for academic purposes.

The Unit will lend portable video equipment to staff and students to make their own materials and some of the other facilities within the Unit are also available to them. At present, not many staff make use of these facilities, although there has been a noticeable increase in demand in recent years. If staff wish to make video recordings that require editing by the Unit later, a member of the Unit's staff will accompany them on location wherever possible, to ensure that the correct quality is obtained and is suitable for editing. On early occasions when a technician did not accompany the lecturer, the videotape
recording was often unsuitable for editing. The Unit was then blamed by the originating department for failing to edit the material properly, although the fault was that of the lecturer who did not understand the problems.

The Unit already makes use of compact discs, both for music and for sound effects in the production of audiovisual programmes. Development of the video disc and interactive video are welcomed although there are no plans to produce programmes for these media at present.

The Unit collects catalogues of hardware, but software catalogues are held by a lecturer in the Education Department, who is the College representative on the British Universities Film and Video Council. The Library also has software catalogues.

D. LINKS WITH STAFF AND STUDENTS
Developments and important projects in the Audiovisual Aids Unit are included in the College Newspaper 'News and Views'. There is no publicity brochure on the Unit, although if it were to undertake a greater number of commercial programmes, such a brochure would be produced. At present it is felt that most of the University staff know the Unit exists and the staff of the Unit prefer to discuss requirements with teaching staff in person rather than deal with a request for a specific advertised service. A brochure for conference facilities is to be produced shortly. The Unit is not mentioned in the College prospectus, although it is in the notes given to new members of staff.

Formal links between the Unit and teaching staff exist only through the Audiovisual Aids Committee which is made up of representatives of all the Faculties, so theoretically there is feedback. In practice this does not work satisfactorily, individual representatives do not always feed information back into their departments and ideas rarely come in from departments.
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The Unit is not involved in the educational development of staff and no instruction is given by the Unit on the correct methods of producing audiovisual aids. It used to take part in courses run by the Education Department for new members of staff, but these ceased some years ago as the number of new staff being appointed decreased.

Links between the Audiovisual Aids Unit and students are informal. Student societies approach the Unit for assistance or equipment, or a student may be sent to the Unit by a tutor if necessary.

The Chief Technician is heavily involved in training work in the M.Ed., Dip. Ed. Tech. and Teacher Training programmes, and runs 'ad hoc' courses on demand for the Drama Department. It is difficult to distinguish this type of work from teaching, indeed there is no other member of the College teaching staff who can teach television production at present.

However this teaching/training involvement does not affect the conditions of service and the salary of the Chief Technician and thus has been a bone of contention for some years, particularly in view of his teaching involvement with bodies outside the College. On one hand, the College authorities do not accept that he does teach, while on the other, several of the teaching departments create programmes which involve him in a such a way that he has to teach.

E. AVAILABILITY OF THE UNIT'S PRODUCTIONS

The Unit maintains a collection of its own productions, both in the form of master tapes and copies where appropriate, and uses a card index to record them. Requests to the Library to assist in the proper cataloguing of these items have so far not produced any positive results.

Unlike the Computer Unit, the Audiovisual Aids Unit does not purchase commercially produced audiovisual programmes, other than materials for its own use in productions, such as music and sound
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Effects recordings. Commercially produced audiovisual programmes are purchased by individual teaching departments however, and are kept by those departments.

If teaching staff wish to use programmes made by the Unit, a copy on a VHS videocassette is sent on loan to the department, or staff may visit the Unit to use the viewing facilities there, although in practice there is not a great demand for this. No teacher has ever queried why these tapes are not in the Library, although the University Librarian has. The Chief Technician would have no objection to the Library having copies of his productions, but not the master tapes. He foresees some internal problems of copyright if the Library was to lend these programmes outside the institution. Some teaching staff request the use of the Unit's facilities to watch tapes they have obtained from elsewhere.

F. CO-OPERATION

There is no formal system of co-operation with the Library as they have never been any need for it. The Library makes the same type of use of the Unit as do the teaching departments.

The Library seeks the advice of the Unit when considering the purchase of audiovisual equipment and a recommendation is made based on an attempt to standardise equipment throughout the College. In the case of videocassette viewing facilities in the Library, some variant from the Unit's normal recommendation was made, as headphone facilities were essential. Such a facility is not considered necessary for teaching departments. The Unit was not involved in advising the Library on the setting up of playback facilities however.

Whenever a department orders equipment costing in excess of £300, the College will question whether or not they have sought the advice of the Unit. This is a necessary precaution, to avoid the purchase of equipment that will not be fully utilised, or which duplicates equipment already held by the Unit and is available
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for loan. The Unit attempts to stop the purchase of such equipment.

The Unit will undertake the maintenance and repair of Library equipment, if the Library's own Photographic Technician cannot deal with it. The Library contacts the Unit by telephone when equipment breaks down and receives the same priority as any other department, depending on the commitments of the Unit. However, the Unit now can only undertake basic maintenance and simple repairs as they have no electronics technician, and if they cannot deal with the item they recommend that it be sent outside the College for repair. There would be no charge for repairs carried out by the Unit unless new parts were required. Equipment is dealt with for the rest of the institution on the same basis.

The Unit has also produced some user education materials for the Library, both in video and tape slide formats.

The Chief Technician feels that the Library could be more useful in the preparation of audiovisual programmes, by assisting in the necessary research. He has not seen a learning resource centre situation at work, but he accepts that such a system can work in some other institutions. He does not believe however that the Library in this University should be the originating unit for productions. He believes that if the Unit were to come under the Librarian, it might become more difficult to make the type of productions currently being undertaken. He fears that the Librarian might impose the same restrictions on the movements of the staff of the Unit as he has already placed on the Photographic Technician in the Library. Such a restriction would make programme production outside the Library much more difficult. He also believes that attachment to the Library could have adverse effects when economic cutbacks had to be made. He feels that it would also present problems when it comes to the purchase of expensive audiovisual equipment such as television cameras and editing suites, as these would involve a single expenditure far larger than the Librarian would normally have to meet.
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Given the right sort of situation, greater flexibility, based on a thorough understanding of the work of the Unit and the right people, he feels a combined service could work effectively. His experience suggests that it has been more satisfactory to be a central service unit independent of any other department however, as it has given him great flexibility. Association with a Computer Unit, as he believes is found in Huddersfield Polytechnic and Swansea University, could be more beneficial to the Unit as Computer Units are more accustomed to purchasing expensive items of equipment.

He does not see the provision of a photographic service by the Library so much as a split in the provision of audiovisual production services, but rather a case of the College losing it's direction. The Library Photographic Unit was set up in 1964 with the idea that it was to be a central photographic facility for the college, but unfortunately this intention was never developed properly. So the Library now has a small unit working on it's own and trying to do a multiplicity of photographic and reprographic tasks. This leaves little time for the photographer to take original photographs, a need which exists within the College. As there are photographic facilities in several of the teaching departments, especially those connected with science, there is considerable duplication of work and facilities. It would have been a logical development for the central Photographic Unit within the Library to have become the basis of the central audiovisual unit, but the Photographic Unit was seen as part of the Library, basically a print orientated department.

The Chief Technician was in favour of the plan to move the Unit into the new Library building some years ago. The central Photographic Unit was already located there and the building is centrally located on the main campus. However, there appeared to be no intention of amalgamating the Photographic Unit and the Audiovisual Aids Unit, which the Chief Technician believes would have made absolute nonsense of the situation. Such an amalgamation might have lead to a cut back in the staff of the
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Photographic Unit which would have meant that the technical staff of the Audiovisual Aids Unit would have undertaken more photographic work than television. Although the Library had been designed without any location for the Audiovisual Aids Unit, there was spare room in the stack areas, and so plans were drawn up to locate the Unit in that space. The Unit would have been satisfied with that solution.

There was disagreement between the Librarian and the Chief Technician concerning the type of work undertaken by the Audiovisual Aids Unit. The work of a library is fairly specific, while the work of an audiovisual production service has to be flexible depending on needs. According to the Chief Technician, it was never stated that the Audiovisual Aids Unit would have become the responsibility of the Librarian, although the Librarian seems to have been under the impression that it would. The move never came off because the Library needed the extra space for expansion.

Apart from this move to locate the Unit in the Library, there has been no pressure for the Unit to amalgamate with any other central service. While the Chief Technician does not see any overlap with the work of the other central service units, he does see overlap with the work carried out by technicians in some teaching departments. Thus at the moment he sees no advantages in being linked with a larger unit, indeed he sees disadvantages for however efficient the larger unit may be, it will suffer cutbacks because of the economic climate. However he sees a great advantage in centralising various 'audiovisual' processes within the institution.

Cooperation with the Library already exists and could be increased if there was a good reason for doing so. He realises that there are advantages for the teacher and the student to be able to go to one place for the services they requires, rather than several. Such a development would have to be on a planned basis, with an appropriate management structure if it were to succeed.
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G. WORKING AND PERSONAL RELATIONSHIPS

Relationships between the Chief Technician and the heads of the other two central service units are complicated by the differences in status. The active head of the Audiovisual Aids Unit is a technician, while the two other heads are on professorial grades. However, because of the personality of the Chief Technician, this has not proved to be as difficult as it might have been.

There is no evidence of empire building or job demarcation between the central service units, but there is within some teaching departments. A case in point is the loss to the Unit of the part time post of electronics engineer which was redirected into a teaching department.

Relationships with Library staff are good on a personal basis, although Unit staff only come into contact with Library staff on the occasions when one service is doing something for the other. Physically the two services are located nearly a mile apart. There is no social mixing. The Unit staff feel that they are aware of the work of the Library and the Computer Unit, although there has been no formal attempt to ensure that this is the case.

He forsees a future role for an independent audiovisual production service within an academic institution as he believes that audiovisual production is taking off again, particularly in the area of commercial audiovisual production for outside bodies and as a means of helping the finances of the university.
Appendix 2

Case Study - The Library,

The University of Keele
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CASE STUDY - THE LIBRARY, THE UNIVERSITY OF KEELE.

A. INTRODUCTION
The University of Keele was formed as the University College of North Staffordshire in 1949. It was the first of the 'new universities' to be built and was developed by a Principal who had previously been on the staff of Oxford University, and who developed Keele along similar lines. It became the University of Keele in 1962.

The University is now losing many of the staff who were appointed when the University College was formed. It has always been a University that has tended to keep staff for a long time, possibly because of the rural setting or the housing facilities provided for many staff on the campus and the 'academic' atmosphere thus created. In the early years there was a healthy turnover of some of the younger staff but this decreased and has led to a static situation in recent years.

Student numbers increased until the early 1980's when they began to decrease on the orders of the UGC. Ways are now being found to raise student numbers again. Currently there are some 2,800 students at the University. Students come mainly straight from school although there is an increasing number of mature students, particularly from overseas.

There is no form of external validation of the institution, although the UGC is increasingly applying pressure for more research activities within the University, which although this is not a form of validation, is coming close to it.

B. DEVELOPMENT OF THE LIBRARY SERVICE
The first Librarian was appointed immediately after the first Principal of the University College. As a founder member of the University, the Librarian and therefore the Library had a prominent part to play in the early years of growth. The first
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Librarian remained in post as a senior figure of the University for thirty two years. He built the Library up from scratch and, as he was primarily a 'books' man, the Library has more books than most libraries of this age. His prime aim was to build up book stock to a level where it became similar to that of an older established university library.

The Library initially occupied two rooms in Keele Hall, in whose grounds Keele University was built, moving to the present Library building which was completed in the 1960's in two phases. Further building alterations were completed five years ago. The Library of the Institute of Education which originally was located in and run independently by the Institute, came under the authority of the first University Librarian and after the appointment of the present Librarian it was moved into the main Library building.

C. MANAGEMENT

There are no written aims or objectives either for the University or for the Library. The unwritten aim of the Librarian is to meet the teaching and research needs of the University. This suggests that if the University does not change its approach and methods that there will be no pressure applied to the Library to change, and indeed up to 1981, under the first Librarian, the Library had developed in a strongly traditional way. However, the present Librarian feels that it is important that the Library should be in a position to initiate developments, but the majority of the clientele of the Library would not agree with this opinion. To them, the word 'service' still conjures up the image of a 'waiter' and not a 'partner' in their work.

It is a common feeling in this and many other universities that the Library exists to meet the needs as defined by the teaching staff. While the Librarian does not agree with this attitude, in financially stringent times he has little option but to accept it. However, he is trying to find ways of developing the library service within the limitations imposed upon him by finance. If the Library were more affluent he would, for example, set up a
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wider range of audiovisual playback facilities in the Library and encourage students and staff to use them. Without funds and expressed support the numbers of ways the Librarian can lead or create demand are small and first he must try to meet the known needs of the institution. Thus there is a dichotomy between the wishes of the Librarian to develop the library service to meet the needs of the institution and an inability amongst the academic teaching staff to see that change would be to their advantage.

There is little or no pressure from individuals or committees to encourage the Library to change, except from complaints by individuals which always seem to be counter balanced by someone saying exactly the opposite.

Financial restrictions and the drop in student numbers in recent years have affected the work of the Library in that the Librarian has not been able to argue successfully for increased staff and funding. The Library has not been able to continue to develop in the way the Librarian would wish. He is no longer receiving the support to provide even the type of service that the University has been accustomed to.

The present Librarian was appointed in 1981. The salary grading of the Librarian has been on Professorial grades since the formation of the University. The Librarian's special interests include ensuring that both students and staff get the best use of the Library, and student education. He is concerned that universities should not only be providing an effective information service while the student is a member of the institution but also should be preparing their students for the information world outside which they will have to deal with later in their work.
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The Librarian began his career in public libraries, then moved as Deputy Librarian to a College of Science and Technology which in turn became Bath University. He then became Deputy University Librarian at Newcastle, before taking up his post at Keele as University Librarian.

The Librarian is ex-officio a member of Senate and a member of all three Boards (Faculties), and as the Boards meet at the same time on the same day, he has succeeded in getting some of his senior staff onto the Boards so that there is always a Library presence. He used to be a member of the Planning and Resources Committee, but this has recently been drastically reduced in size. Although he is no longer a member, he receives all papers of the Committee and is still able to input Library matters. The Librarian is not on the Computing Committee, nor would expect to be as there is as yet no automation in the University Library. He does, however, sit on the Educational Technology Advisory Board, which is responsible for overseeing the Educational Technology Service.

The Library Committee is now known as the Library Advisory Board, and consists of the Librarian, representatives from each of the three Boards, members of the Library staff and student representatives. In addition to this Board, the Librarian also sits on the Management Group for Information and Technical Services, which is chaired by the Vice-Chancellor and meets approximately once a month. This committee includes the Deputy Vice-Chancellor, the Registrar, the Chairmen of the three faculty Boards, and the Head of the Computer Centre, but without representation from the Educational Technology Services Unit. The Management Group was set up in November, 1986 and appears to be a most useful committee.

The reason for this additional committee is that the Library and the Computer Centre are not represented on the Vice Chancellors's Committee, which consists only of the Registrar and the Heads of Boards. This left the major central services at a disadvantage especially as the Library Committee and the Computer Committee had become Advisory Boards rather than committees, thus reducing
the Heads of central services routes to authority. Thus the Management Group for Information and Technical Services now replaces the old Library and Computer Committees in some respects, and has begun to act as a co-ordinating link between the two major central service units. It has meant that the Librarian is now more aware of the work of the other service and of developments in computer technology than he was before and the Head of the Computer Centre is also more aware of the work of the Library.

The Librarian feels he can influence the decision making processes within the institution best by maintaining a neutral position, a policy also adopted by his predecessor, and therefore is somebody who is listened to by a wide range of people. Thus he is able to ensure that the Library's point of view is represented in various quarters at various times.

The Library has 37 staff, 14 of whom are academic related staff and the rest comprise library assistants, secretarial and two technical staff. The Library staff grew to a maximum of 55, but it has now been reduced to 37 and there is pressure from University management for further reductions. There have been no new appointments of professional staff since the appointment of the Librarian, nor have any professional staff left to take up any other posts.

The Library has now become a 'Cost Centre'. In theory, this means that the Librarian can now do what he wishes with the funds given to the Library. Prior to this, he had the greatest difficulty in obtaining replacements for library assistants when they left. When an assistant's post arose after the change however, the Vice Chancellor had no hesitation in allowing the post to be refilled, because the Librarian was able to demonstrate that the salary would come out of the funds available to him. There is no guarantee, however, that any request for additional staff would be successful. As funds for book purchases are now so short and
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the pressures within the University as a whole for reducing the salaries bill are so great, any suggestion that the Library should increase its staff is bound to be viewed by all concerned with great suspicion.

D. LINKS WITH TEACHING STAFF AND STUDENTS
There is no special programme for publicising the Library amongst the academic staff. The Library is situated in a prominent position in the centre of the campus, the staff of the institution has changed little in recent years and patterns of use of the Library both for teaching and research have developed over the years.

Many teaching staff came from other universities and only a few from industrial backgrounds and as a result their expectations of the Library service were based generally on what they had experienced as an undergraduate or research student.

Publicity for the Library amongst students is carried out by user orientation and education programmes. As with staff, the library consciousness of students is low. The Librarian is concerned about the lack of library consciousness amongst school leavers and encourages one of his staff to run a series of events which involve school children from the surrounding area coming to visit the Library in groups and to make use of some of the facilities during these visits:

The Librarian is keen to develop user education programmes further. The Library has faced considerable problems in the past in being timetabled for such sessions. Because of the multi-disciplinary approach of the University, students do not belong to particular departments which makes for complex timetabling problems.

The Librarian does address all new students at one time in the first week their first term, for about half an hour. He recognises that this is the worst time as most of the students are totally bemused. However it is the only time he can get
within the timetable at present. His main concern in this talk is to ensure that the students are not frightened by the Library and to assure them that the Library staff are nice, helpful people. This is followed immediately by a series of twenty minute tours of the Library. These are voluntary and about half the new students attend. These tours are simply to give students the geography of the building and details of how to borrow a book. The use of the catalogue is not included in these sessions.

The Librarian feels that the teaching of study skills is not done effectively within the institution. The increasing numbers of overseas students being taken by the University means that an initial foundation year programme is being developed to deal with their special problems, and this will include a study skills course. The Librarian is keen to ensure that the Library is given increased user education input on this course, initially to the overseas students but increasingly to British students as well. Negotiations have so far proved to be successful.

The Librarian hopes that he will be able to achieve a programme of instruction in library and information use over the three or four years that students are in the University. This programme will have to be carried out in conjunction with individual teaching departments. Some departments, including Law and Psychology, already co-operate with the Library in instructional programmes and it is hoped that more programmes will develop as the role of the Liaison Librarian becomes more accepted.

When the Librarian was appointed there was little user education carried out. The attitude of the institution appeared to be that it was sufficient to provide a Library, and plenty of books and seats for the users. There was no enquiry counter in the Library, those who could not manage for themselves were directed to the Cataloguers for assistance. The creation of an Enquiry Counter staffed on a rota basis by the Cataloguers was one of the first improvements made by the present Librarian.
Since this time the Librarian has developed a system of Liaison Librarians working with teaching departments. This system involves the professional members of the cataloguing staff who have responsibilities for particular subjects or departments, liaising with the departments concerned. Much of the development of user education programmes has resulted from the gradually developing confidence between the departments and the Library. However, none of the Library staff had been appointed with user education as one of their job responsibilities. Some of them carry it out well - the effectiveness of their work in this area is dependent to a great extent on their personalities. After some five years there are signs that the types of relationship the Librarian envisaged are being created between some departments and the Library. However, during this time there have been considerable changes in departments due to staffing cutbacks and as such it has not been a good time to develop new ideas. This has been a period of consolidation rather than development.

Typically one Liaison Librarian may have links with up to four departments. These Librarians are encouraged to spend time in the departments and talk with staff, especially the member of the teaching staff who is elected as the Departmental Library Representative, to find out what developments are taking place and how these will affect Library service and provision. This liaison work also helps them to relate their work within the Library to their users needs. The Librarian feels that these changes have been quite traumatic but beneficial for some of the professional staff.

Keele is a traditional University and is not particularly innovative. However, these links between the Library and the departments have already resulted in some improvements, although the process of developing improved services will inevitably be prolonged, for both financial reasons and because of the teaching staff's level of expectation of library service, which are well below those of the Librarian.
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Some post-graduate students who have studied in other institutions of higher education come with higher expectations of library service than the undergraduate students and the teaching staff, and their influence is also leading to change.

The book fund is under the control of the Librarian who apportions it on a partly historical and partly needs basis amongst the Liaison Librarians. There is public discussion on how much is given to each of the three Boards, but not of the amounts allocated to individual departments. Book selection is traditionally initiated by academic staff, augmented by library staff who order material on their own initiative. The Liaison Librarians have the responsibility for seeing that the stock, within the restrictions of the budget, is built up in a fair and even way. Requests for materials often come through the Departmental Library Representatives who co-ordinate the departmental requests before passing them through to the Library, or to the Liaison Librarian. However, the Librarian is in a position to exercise discretion over the way the book fund is allocated and spent.

The Library is not directly involved in curriculum development, except to the extent that the Librarian is encouraging the Liaison Librarians to get involved in curriculum developments within departments to ensure that the Library is going to be able to meet the demands any new development might place upon the Library.

There is little done within the institution in regard to the educational development of teaching staff. There is a University Teaching Methods Committee which runs 'occasional courses' on specific topics and runs an initiation course for new staff every so often. The Institution is just about to appoint a Staff Development Unit and a Head of Unit, which is seen by some as a way of redeploying and retaining staff who are surplus to requirements in other areas. However, it's stated role is to undertake proper staff development, not just of academic but all the staff of the institution.
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The Library is involved in the initiation course for new staff each September, during which the Librarian gives new staff a talk and encourages the Liaison Librarians to follow this up and maintain personal contact with each new member of staff. The response of the few new academic staff to this effort by the Library has been positive.

The lack of innovation amongst teaching staff and their unwillingness to see the Library as an initiator makes the Librarian seriously concerned about the need for the development of teaching methods within the institution. It is curious that in a University with a Department of Education, there is no strong thinking about the development of teaching which has been increasingly neglected as pressure builds up for more and more research from the UGC and others. Teaching methods do need to be reviewed and this will in turn affect the way the Library supports the various methods of teaching.

Students' needs and preferences are not easy to determine. The Librarian and many of his staff want more contact with the students. However, this is not as easy to obtain. Meetings have been organised between the Library staff and students on various specific topics. Whenever there is a complaint this is followed up by the Library meeting with the students rather than by correspondence. This has never been entirely successful, partly because the Student Officers of the Union change each year and their involvement with the Library varies with their own interests. Student representatives on the Library Board do not attend regularly, and when they do, their ideas vary from year to year. The Library attempts to get feedback from the students particularly through departments and through comments by students to members of Library staff. Suggestions books have been tried, but these produced some unusual and unhelpful comments not directly connected to library service!
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The staff who run the Education Library, which used to be physically separate but is now housed in the main library building, are involved in the teaching programmes in that department. Two of them teach an Option in the Education syllabus on Childrens Literature. An attempt to extend this pattern of teaching a special library based option in other departments is being made. An option entitled Library and Politics is currently under discussion.

Some library staff, however, are unwilling to undertake this type of work as it is not part of their conditions of service. The library staff in the Education Library are under slightly different conditions of service as they were appointed when the Education Library was part of the Institute of Education, and the Education Librarian was appointed as a Tutor Librarian.

If appointing new staff, the Librarian would look for an ability to communicate and talk to people both in an informal as well as in a formal setting.

E. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
Teaching methods in the institution have changed little over the years. There are examples of individualised learning in the Language Laboratory and in Computer Studies but these developments have impinged little on the Library so far.

Two departments, Politics and English, are beginning to use computers for self learning and revision and on this basis the Librarian has had a number of terminals placed in the Library. One department has already placed its reading lists on the computer, and students can now access these from the Library, along with essay subjects or other projects. Students make heavy use of these computer terminals, but the Librarian suspects that those students who know more about computing use these terminals, which have slightly less demand placed upon them than those in the Computer Centre, to access programmes in the Centre. There are no word processing facilities for student use in the Library, as yet.
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There are materials other than print on paper in the Library. Microforms are produced and purchased, and some small slide collections exist, covering art and architecture, which have been built up in conjunction with one of the lecturers and these are intended to support the teaching of that subject, although they do not appear to be used a great deal. The Library has purchased most of these materials on the lecturer's recommendation.

There is also a large collection of long playing records available in the Music Library, which is housed in the main Library. A decision not to take compact discs was taken in 1986 in discussion between the Music Department and the Library. It is anticipated that this decision will have to be changed in the near future because of the way in which the technology and the catalogues of recordings is developing. Video materials are not taken.

The record collection includes a wide range of popular modern music such as that of the Beatles, and because the Music Department wishes this collection to last for as long as possible, the use of records is restricted to students of the music department or any person with a direct interest in music. Listening facilities are provided for users to hear the recordings via headphones. There is also an electric organ with headphones in the Library for staff and student use with scores.

There are few of the more recent audiovisual materials in the Education Library. Learning resources for education and for teaching have traditionally been collected by the Education Department but not placed in it's Library. Because of this, a disorganised and scattered collection already exists, with no central responsibility. Following a recent visit by HMIs to the department, there may well be a move made for the Library to take over the Learning Resources Collection, which the Librarian would be keen to do.
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Thus development of the more recent audiovisual materials in the main Library has been through the music collection and may develop further through the acquisition of the learning resources materials from the Education Department. There has been no attempt within the Library to acquire other forms of the more recent audiovisual materials, however, and nor has there been any policy or encouragement within the University of encouraging teaching development through the use of audiovisual aids and programmes.

The Librarian's personal views on the role of the more recent audiovisual materials in the library are that, as he is concerned with information, he would take any of them that were appropriate to the needs of the members of the institution. While believing that books are still the most useful media, he would wish to make use of other successful means of storing and exploiting information. However, he is not an enthusiast for using technology simply because it happens to exist, there needs to be a good reason for using it within the Library.

In 1984 a Working Party was established to review the work, aims and achievements of Educational Technology Services. The Librarian submitted a paper to this Working Party suggesting that the University took serious notice of the fact that the use of these materials in student learning could go much further than it had done and that the role of the Library in this process could be a strong one. Currently, copies of productions made by the Educational Technology Service are not placed in the Library. However, many off-air recordings are being made and copies are passed to the lecturer commissioning the recording, for showing in classrooms. But there are no means within either the Library or Educational Technology Services for students or staff to refer to or revise from these programmes, though there is sufficient seating in the Library to accommodate a number of video playback facilities.
In his report to the Working Party the Librarian made this point strongly, hoping to get the members of the working party to turn their minds to the effective exploitation of the materials produced within the Service. He was disappointed when the Working Party ignored the implications of his recommendations and concentrated on the narrow day to day management of the service. Thus the idea of widening the scope of educational technology within the institution fell on entirely stony ground. When, however, the Librarian tried to raise this matter again, he was told that he should have raised it with the Working Party!

The Librarian has tried in various other ways to develop an interest within the institution in the use of the more recent audiovisual materials for teaching and learning, with little success. He believes that the only way to achieve the effective exploitation of video materials now, is to work through individual departments, attempting to convince them of the value to their students of being able to revise and review this material in the Library. There is a general lack of interest amongst the teaching staff, and as yet the Librarian has been unable to find an ally amongst the academic teaching staff to act as a catalyst.

Nor have the students expressed any desire for an increased range of multimedia materials in the Library or in their teaching. However, the Librarian feels that the students in the University are still being spoon fed, and that they read only what they are told to read. The idea of students taking the initiative and studying in a different way or studying different books from the ones set, is not one that fits easily into the way the students are being taught. In addition, the Library can no longer buy the range of books or the numbers of copies that students need and so pressure is increasing on academic staff to direct their students what is available rather than try to encourage them to read widely around a subject.
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It is difficult to discover the response of teaching staff to the use of the more recent audiovisual materials in their work and to find out what is being done in different departments. Not even the Heads of those departments will always have a clear picture as it is entirely up to individual members of staff as to how they teach. Some modern teaching methods, including the use of the overhead projector, have been successfully introduced and individual teachers have devised other methods of their own. Some lecturers are using video materials as demands have been made for playback equipment in departments. They obtain their programmes in a variety of ways, but do not involve the Library in this process. Some programmes are recorded off-air by the Educational Technology Service. Thus these materials are being used, but not in a structured or in an obvious way.

Some lecturers and departments are known to have built up their own collections of teaching materials, which they can purchase out of departmental funds. There is no system by which the Librarian is made aware of such purchases, whether these are books or the more recent audiovisual materials. There are no departmental libraries in the University although there are collections of books which in some cases amount to minor departmental libraries. The Librarian cannot stop the development of such collections provided that resources are not being diverted from the Library to these collections. The Librarian has declared his interest and willingness to run such collections but has received no response.

There are now quite a large number of video programmes held in the University, and this appears to be the favourite format of the teaching staff for programme presentation. The number of staff using them however is still not large. If there was a great surge of interest, the Librarian feels that his declared interest in developing student access to this material would have hit a response somewhere. It appears that all the lecturers who use this medium in their teaching programmes still see these materials as teachers' aids, but never give the students the opportunity to revise or review these materials in their own
time. Nor can they see the merit of using as much of their time as possible to teach, leaving the students to watch and learn from these materials in their study time. Thus while the Library has already taken the opportunity to launch a number of developments to see what results from them, the setting up of a video collection is a development where the Librarian's soundings would suggest that he would not get any approval for so doing from the staff, although it is possible that the students might well appreciate it.

Demands for audiovisual programmes to be obtained on loan or hire from outside the University are dealt with by departments, not through the Library. None of the teaching staff include the more recent audiovisual materials on their reading lists, which again would suggest that they do not see the provision of these materials as a role of the Library.

The Librarian is concerned to provide the opportunity for teachers to teach and students to learn more effectively and he believes that the Library has a positive role to play in this, but is concerned, indeed baffled, by the lack of interest amongst the lecturing staff. He hopes that the appointment of a Staff Development Officer might lead to improvements in this area.

Few of the library staff have dealt with any of the more recent audiovisual materials, apart from the staff dealing with the music materials. These staff are competent with the record players used for playback purposes, although these are operated by the students themselves, four of the eight players being being located in carrels in the music section, while four are in the open library, mounted and secured to table tops. Students are issued with headphones when the record is issued to them. Although the Library has had little damage to its long playing record collection caused by users operating the equipment, the Librarian feels that the advantages of the compact disc are considerable, especially if students themselves begin to have players of their own. At such a time it would be possible to begin to lend discs for use by students outside the Library. At present records are only lent to staff for use in their courses.
The more recent forms of audiovisual material represent only a minute proportion of the stock of the Library. Because the Librarian has some flexibility with his book fund, he could choose to take the initiative and develop a multimedia collection in the Library. This is not an opportunity he would necessarily wish to take at the present time, however. The book fund is reducing all the time in relation to the costs of books and periodicals, so to purchase the more recent audiovisual materials would necessitate a further reduction in the number of books and periodicals purchased. The Librarian's prime objective at the present time is to meet the existing needs of the University in the best way that he can, and he cannot afford now to purchase all the necessary print based materials.

Also he has to be seen to be producing the materials that the members of the University think that they most want. If he were to purchase materials and equipment for which there is no expressed need within the present financial climate, he could well be accused of having more money than he needs and further cuts might well be made in his funds. If times become slightly easier, he would take risks and develop such a collection, whether there was an expressed need or not. Or if the teaching and research of the University begins to demand the support of the more recent audiovisual materials, he would be pleased to develop a multimedia library collection.

Such multimedia materials as the Library has are included in the main book or periodical catalogues, except for the records, which are in a separate catalogue. There is no computerised cataloguing system in the Library as yet, as the present Librarian's predecessor turned down the idea of computerised cataloguing prior to 1981 and there has not been funding available since to initiate such a development. Proposals have been made since for such a system, and the Library is working closely with the Computer Centre at the present over a proposal to the UGC for such a system. The Librarian feels that it is crucial that some automation begins, particularly in the light of the low level of staffing of the Library. There is already some on-line searching taking place and the Library is linked to the University network.
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As teaching departments are free to purchase their own teaching materials, there is no central record of teaching and learning resources within the institution except for the stock of the Library. The Librarian feels that it is possible to go too far in record keeping. It can be desirable to have a central record and to know where other resources might be within the institution and how one can get hold of them. However, the amount of work needed to create a complete record and then to maintain it, even supposing that access to all these materials could be guaranteed would probably be greatly in excess of the value of such a record. There should however be links between the various purchasing groups to ensure that duplication and overlap does not occur.

The Librarian views the latest developments of Domesday, CD-Rom and CD-I with interest. When there is information of value to the institution and it is in a form that is economical to provide, he would purchase it.

The maintenance of the audiovisual equipment that the Library has is dealt with in several ways. In the case of the record playback equipment, the technician in the Music Department will service this equipment for the Library. The Photographic staff in the Library maintain the microform equipment.

F. IN-HOUSE PRODUCTION FACILITIES

The Photographic Unit is under the control of the Librarian and situated in the main Library building. In 1981 when the present Librarian was appointed, the Unit had three staff, but when one post became vacant, it was frozen and has not been replaced. This Unit now has two photographic staff, one a senior photographer and one a trainee. The Senior Photographer has a dual role within the University in that he is the University Photographer and photographs all official occasions within the University and he also produces slides and photographs, often from library materials, for teaching purposes and this role goes back for many
years. He provides a service to the University in making slides, microfilms, original photographs and some overhead transparencies need to support teaching. He reports to one of the Sub Librarians, who has the responsibility for all photographic services. The Sub Librarian deals with all request for photographic services and supervises the work of the Photographer. By relieving him of the 'clerical' aspects, this allows the Photographer to concentrate on photography. While in theory this is a good system, there are occasions when it is necessary for the person commissioning the materials to deal with the Photographer direct.

If students need audiovisual materials for theses, the Library Photographic Unit would assist in producing the necessary materials. However, within some teaching departments there are also technicians who can function as photographic technicians and have the necessary, and in some cases specialised equipment at their disposal. In the case of these departments the need for students and indeed staff to call on the Library Photographic Unit is considerably less than those departments without these facilities. The Library Photographer is on friendly terms with these technicians, but there is no formal co-operation between them.

The Librarian considers having photographic services in the Library advantageous in that he has priority of use and it also adds to the reputation of the University Library in terms of prestige, as it is a good service run by a competent person who is seen at all the important events in the University.

G. OTHER CENTRAL SERVICE UNITS
These consist of the Computer Centre and Educational Technology Services. There is also a small Printing Unit which undertakes some of the institution's printing requirements. Until the end of 1986, this printing service worked in conjunction with the Library's photocopying service and was located in the Library.
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building. This provided, in part, a printing service for the University, although there are other printing machines in the institution. The Printing Unit had a staff of three which gradually dwindled to one part-time person. The Librarian had argued strongly that these posts should be replaced and when the remaining person running the service left in 1986, the Librarian closed the service down. The University, realising that it no longer had a printing service, decided it still needed one and once again employed a staff of three. However, because of the staffing situation in the Administration Department, the service was passed to a member of the administrative staff to run. The service is now being developed again, and is still located in the main Library building, but is no longer under the control of the Librarian. The Librarian is not concerned about the loss of this service as this is a bulk printing service and peripheral to library functions. The printing service is being disentangled from the Library photocopying services as both services have to be self supporting.

Educational Technology Services have facilities for video production. They also undertake off-air video recording and have a small collection of their own video programmes, though copies of such programmes are also held by the lecturer for whom they were produced. They have not made use of the Library's services in their productions but the number of original productions, other than recorded lectures, events and laboratory experiments, is still very limited.

Thus, still pictures are provided by the Library Photographic Unit, and moving pictures by Educational Technology Services. This division is considered by the Librarian to be a curious and artificial division and unhelpful to staff. He also feels that this shows a lack of academic planning and encouragement for Educational Technology Services, which appears to be 'pushed around to some extent' at a time when it needs both encouragement and development.
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Their main task, nevertheless, is providing the necessary equipment to support the teaching programme, and equipment supply and maintenance takes up most of their time. There is however no policy within the institution for the standardisation of audiovisual equipment, and selection is left to individual departments. This has led to considerable problems for Educational Technology Services as both VHS and Betamax videocassette systems are in use in the institution. The Service's own equipment is mainly teaching support equipment fixed in teaching rooms or on mobile stands, the language laboratory equipment, and production equipment. Equipment owned by departments is the responsibility of the department, who make whatever arrangements they wish for its maintenance.

Educational Technology Services has a staff of two, consisting of a trained technician and a trainee, with another trainee to be appointed in 1987. The unit has existed for a number of years, and is under the direction of an Assistant Registrar. There is no academic leadership for the unit and it is simply a service that began, as did the Library Photographic Unit, to meet developing needs, in this case to supply and maintain audiovisual equipment. That it is an independent unit under the Registrar is probably due to the fact that the previous Librarian did not want this service as part of the Library. As new developments and needs have occurred, these have been added to the responsibilities of this Service, including a responsibility for the Language Laboratories. It also provides audiovisual facilities for conferences held at the University.

In addition, the Department of Education also has substantial audiovisual and television production facilities and staff, which are seen by that department purely as relating to its own teaching programmes, and thus they do not undertake work for anyone else.
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The Librarian feels that there is an urgent need for a study of all the audiovisual production facilities in the institution to see if it would be advantageous to bring them under one roof, run by one head and staff, and open to all the University. This study would have to consider the roles of the Library Photography Unit, Educational Technology Services and the production facilities in the Department of Education. The Librarian feels that the present situation is not conducive to the development of the use of audiovisual aids and modern teaching methods within the University. As part of the academic support services for the University, there should be a service to encourage teaching development amongst staff. This should include education in effective methods of teaching which in turn would also encourage staff to experiment with and make use of different teaching media. The service would have to provide the necessary production facilities to make this possible.

The Library, because it already has a great deal of teaching and learning support materials, is very well placed to be also interested in the roles of these other sources of information in the teaching and learning process. To that extent, there ought to be a very close link, if not an organisational merger, of Library services and audiovisual services. The Librarian should not necessarily be the person in charge of audiovisual production, but he should be very closely involved with audiovisual exploitation.

The Librarian would not rule out the possibility of his taking over the audiovisual production services, but he is wary of this. He is aware of some other institutions where the audiovisual production service is nominally part of the library but where the relationship has not worked properly as in practice the service remains almost independent. If he was to take over audiovisual production services, he would want to find ways of integrating them and would not wish to find himself in overall control of a service that ran independently from the Library. Under the present economic climate, and as the Library is now a Cost Centre, the Librarian would also be keen to ensure that such a service was able to pay its own way as he could not stretch library funds to cover such additional services.
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The Librarian takes a different view to his predecessor and will lend reference books from the Library for use in audiovisual aid and programme production.

The Head of the Computer Centre, like the Librarian, is on professorial grades and they are both responsible to the Vice Chancellor. Co-operation is growing naturally between the Library and the Computer Centre. The Computer Centre has to support the research work of the University and to make sure that the equipment the University has is profitably used. It also has to use computers in support of the teaching and student learning, and here there is a link between the Library and the Computer Service which may well develop.

The use of text by staff and students already forms a common interest between the Librarian and the Head of Computing. Already staff and students are able to use text not only in the Library and the Computer Centre but also through the University network. It is possible in the near future that it will be feasible to link the students' personal microcomputers into the network. The Head of the Computer Centre sees making information available to students as a technical challenge, while the Librarian is interested in making information available for learning purposes. This mutual interest pleases the Librarian as little thought is being given to this elsewhere in the University, although the teaching staff will have to be involved before systems can be developed to meet their needs.

The Computer Centre has a collection of software for teaching and research purposes and computer manuals.

Some staff of the three central service units also liaise with each other over various aspects of their work, but there is no total Library understanding of the work of either the Computer Centre or Educational Technology Services or vice versa. There has been no attempt to make staff aware of the other services. The Librarian feels that it is more important that library staff should know what the teaching staff are doing than they know what the other central services do.
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The Librarian has no evidence of empire building or job demarcation by either of the other central services. Overlap with Educational Technology Services is avoided as the Librarian is a member of the Educational Technology Advisory Board. Overlap with the Computer Centre is avoided as both Heads of service are on the Management Committee for Information Services. Co-operation with the Computer Centre will increase considerably if the Librarian's submission to UGC for a stand alone library automation package to be run on the Computer Centre's equipment is accepted.

The setting up of the Vice Chancellor's Management Group for Information and Technical Services, is not seen by the Librarian as a deliberate attempt to co-ordinate the Library and Computer Centre although in fact it will do this. The Librarian does not envisage the same developments coming from this Committee as are coming from the similar Committee in Southampton, but he believes that the Committee might well extend its terms of reference to include the Printing Unit as the Registrar has already raised this issue with the Committee. The Librarian feels it would only be a very small step to extend this remit to include Educational Technology Services as well, as this service is the responsibility of the Assistant Registrar, and the Librarian feels that this would be a most useful step forward.

Although there have been no other moves by management to co-ordinate the work of the central services, the Librarian is concerned to ensure that the Library does become the centre for the exploitation not only of print based information but also the more recent forms of audiovisual materials including computer materials. He sees that it would be a natural step forward then to have audiovisual technicians on the staff but is not yet sure whether the next step would be to take over the Educational Technology Services. This would depend on local circumstances and the balance in the University between use of the more recent audiovisual materials and their production. He would not object to taking on Educational Technology Services, provided there were good educational reasons for doing so, rather than because it needed to be placed somewhere. Ideally, the Librarian feels that
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an academic community should be able to work together in a spirit of goodwill, co-operation and understanding and in such a case it would not be necessary to have overall control of all teaching and learning resources. There would be exchange of information and knowledge of what was happening and a mutual understanding of what everyone was trying to do. Some co-ordination of this might be necessary, but not to the extent of having a person in control and who dictates. Given that this ideal situation does not exist, he feels that one person should have overall control in order to achieve this. Especially now, when in recent years, people in academic institutions have grown more defensive of their own territory because of the financial situation and the lowering of morale.

Each of the three services have their own separate locations reasonably close to each other on the campus and fairly central.

H. WORKING AND PERSONAL RELATIONSHIPS
Relationships between the Librarian and the Head of the Computer Centre are very good. Contact with the Assistant Registrar responsible for Educational Technology Services is fairly frequent and relationships are good, but the matters dealt with rarely relate to the work of Educational Technology Services, except when the Librarian serves on the Advisory Board. Relationships between the staff of the various services are also good.

There has been little need for the Library to use Educational Technology Services in the past or vice versa as the roles of the two services are quite separate at present. Thus co-operation between the Library and Educational Technology Services is minimal.

The Librarian is free to make his own choice of purchase of audiovisual equipment. At present this is restricted to microform equipment and the Library has more expertise in this area than does Educational Technology Services. In the case of audio playback equipment, the Librarian would consult the Technician in the Music Department as the appropriate expert.
APPENDIX 3

CASE STUDY - THE LIBRARY,
AND COMPUTING AND AUDIOVISUAL SERVICES,
HUDDERSFIELD POLYTECHNIC
APPENDIX 3. HUDDERSFIELD POLYTECHNIC

CASE STUDY - HUDDERSFIELD POLYTECHNIC LIBRARY SERVICE

A. INTRODUCTION

The Huddersfield Polytechnic was designated in 1970. Unlike some others such as Middlesex or Manchester, it is not an example of a number of equally sized colleges merging. Huddersfield Polytechnic was formed from a large College of Technology situated on the current Polytechnic site merging with Oastler College of Education in the town, a small post war teacher training college. Oastler College had a reasonably well developed library. In 1974 the Huddersfield College of Education (Technical), which was one of four specialised colleges which together formed the provision for further education technical teacher training, merged with the Polytechnic. Technical teacher training continues on the site of the former College at Lindley, some two miles from the main campus. This College had a particularly well developed library and information unit which the College Librarian, since retired, had set up.

In the period 1980/81 the Polytechnic faced a period of serious financial crisis and upheaval as the result of a major disagreement between the Polytechnic and the maintaining authority. At this time the staffing of the Polytechnic changed when some 20% of the longer serving members were encouraged to take early retirement as one of the solutions to the problems the Polytechnic was facing.

Academic staff that were taken on after the formation of the Polytechnic up to 1980/81 and the limited numbers that have been appointed since were usually expected to have had significant working experience outside the academic world and/or high qualifications much closer to university requirements than had been sought in the past. Staff numbers have increased, despite the cut-backs over the years.

Students come both straight from school and with work experience, although school leavers predominate. In Masters courses and further education courses, all are mature students. Student
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numbers have more than doubled since the Polytechnic was formed, reaching some 4,500 full time and 1,900 part time day and evening students.

Validation of degree courses is carried out by CNAA, and for other courses by BTEC, the Central Council for Social Work and others. All the courses at the Polytechnic are validated in some way or another. This affects the work of the Library significantly, comments of validating groups are treated seriously and the Library contributes to Polytechnic submissions for such course.

B. DEVELOPMENT OF THE LIBRARY SERVICE

On amalgamation, the Librarian of the former College of Technology was appointed acting Librarian, but there was little actual merging of services. This remained the situation until 1976, the acting Librarian remaining in charge. Then the post of Head of Library Services, a deliberately flexible title, was created and the present incumbent was appointed in 1976 on the grade of H.O.D. 5, which has remained unchanged. He immediately had to plan and execute the moves into the new library, which forms a large part of the Central Services Building, and to rationalise resources within six months after appointment.

Increases in staff and student numbers have affected the work of the Library significantly. Library services were at a fairly low state of development in the early 1970's, through no fault of the predecessor of the Head of Library Services. The problem lay in that the library service had been given more money than it could cope with, but had insufficient staff and facilities. Since 1976 the Library has developed services to the present position and the Head of Library Services is satisfied that the number of students has grown sufficiently to ensure that there is a balance between the users and the capacity of the services, so that the Library is cost effective. Staff now make much more use of the Library than before, and there is more research taking place in the institution. This has affected the Library in that it is now more creative in responding to these research demands.
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Physical changes have involved the opening of the new central library in 1977 on the main campus, with a smaller library remaining at the former College of Education (Technical) Lindley site. Prior to that a number of smaller libraries were distributed throughout the institution.

C. MANAGEMENT

The Head of Library Services believes strongly in having a set of written aims and objectives, with which he 'bores' the Library Committee. Although phrased in broad terms, these written objectives have changed to some extent over the years. The Head of Library Services believes it is a healthy and necessary situation to be able to relate developments and services to a written statement of what the Library Service is for. He is somewhat horrified by certain librarians 'who say libraries are a sort of broad cultural soup and you can't define what they are trying to do'. There must be some educational precepts for what a library is trying and not trying to do.

The Head of Library Services is the Secretary of COPOL, the Council of Polytechnic Librarians, and is much involved in this organisation. He feels that COPOL has to make an impression not only on the library and information world in Britain, but also on other national bodies such as the Committee of Directors of Polytechnics and the NAB, if polytechnic librarians really 'mean business' in developing library services to their full potential. His previous experience was in public and then university libraries.

The Head of Library Services can influence the decision making process within the institution through the Academic Board, and he is also an ex-officio a member of the Faculty Boards, although he is presently trying to involve the emerging subject librarians as the main contacts at Faculty Board level, and thus at Departmental level. The Head of Library Services also exercises his influence through the Library Panel (the library committee) and through other committees of which he is a member, including
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the Computer Panel, and through the two committees he chairs, one of which is the Educational Technology and Audiovisual Services Panel.

Audiovisual Services, previously a separate service, was added to the remit of the Head of Computing Services. There is no single person in the Polytechnic directorate responsible for central services, as the Head of Library Services reports to one of two assistant directors while the Head of Computing and Audiovisual Services reports to the Director.

When CNAA made their last quinquennial visit, they felt there was a need, at committee level at least, for some integrative forces between computer, audiovisual production and library services. As a result, the Heads of the two services and their Chairmen sit on each others committees. Additionally, there is a separate Educational Technology and Audiovisual Services Panel, which is chaired by the Head of Library Services. Until recently this was a 'fairly desultory committee concerning itself with blackout and similar matters', but which is now turning itself into a committee which is concerned with teaching methods and styles.

Staffing in the Library Service in the mid 1970's was 36, when there was a crying need for a music librarian and more clerical staff. In 1978 Head of Library Services requested a further 7 clerical staff who were all appointed. The 1980 crisis resulted in a major reduction in the budget which was so considerable that in the 1980/81 financial year the library budget was reduced by 4/5ths, which was not even enough to pay for the periodical subscriptions. As a further retrenchment there were no reappointments when staff left and this reduced the clerical staff most as their turn over is greater than the professional staff. Thus the build up of staff prior to 1980 to 50.5 staff was reduced to 37 and it took another three years to partially restore it to the present figure of 44.5.
Within the library staff, there is a librarian with special responsibility for the more recent audiovisual materials. The Head of Library Services feels that this is still a necessary post, although there has been tension within the Library on occasion over this. For example, the Audiovisual Librarian used to be responsible for purchasing all the more recent audiovisual formats from his own budget. Subject librarians who had their own funds increasingly felt that these should include money for the more recent audiovisual materials as well as print. In 1985 the Head of Library Services agreed to this and each subject librarian now has additional allocations for the purchase of the more recent audiovisual materials and it is up to them how these funds are spent. Subject Librarians respond to suggestions from academic teaching staff for items required and also select materials themselves. The Audiovisual Librarian also brings materials to the attention of the Subject Librarians. Although initially the Audiovisual Librarian was not sure how this new approach would work out, he found that it has lead to increased purchases of materials in the more recent audiovisual formats by the subject librarians and overall more of these materials are being acquired. Almost all acquisitions are now in the form of video cassettes, very little material being taken in any other format other than print.

However the Audiovisual Librarian still retains a reduced audiovisual fund to deal with items such as off-air recordings and licence payments. The Audiovisual Librarian continues his role of co-ordinating the development of a multimedia collection and he remains concerned with the deployment of these resources which are kept together in one area of the library, there being no plans to integrate them with the print collection in the foreseeable future. He is also concerned with the sufficiency and adequacy of the equipment for their use. He deals with all licencing agreements taken by the library service.
D. LINKS WITH STAFF AND STUDENTS

Staff, especially the new staff, are strongly library conscious as they have come from other academic institutions or from sources in industry where they have been library users before. Indeed, some had perceptions of library service in advance of what the Polytechnic was able to provide. Because of this, the Head of Library Services believes that demands on the library service have changed or are changing the service. Some of these demands have resulted in developments which the Head of Library Services welcomed, as he felt that such developments were natural and reflected the direction many librarians wanted to go, but at the time did not have the resources. As Government has encouraged institutions of higher education to relate to industry more effectively, staff and students, especially those in the engineering and business areas, require information and data which was not normally found in traditional academic libraries. This type of information, including company information, trade literature and financial background materials, is normally provided by the better public libraries.

Students, as well as staff, are also heavy library users but those on part-time courses often find it difficult to use the Library as they are employed during the day.

Links with teaching staff and students are carried out in several ways. Firstly by trying to make inviting and immediately usable the various services within the library. Secondly by maintaining information desks on all three levels of the library during term time. Thirdly through paper publicity, in which a high standard is achieved.

Fourthly the subject librarians act as links between the staff and the service. All professional library staff are subject librarians part of the time, regardless of their specific role within the service. They are encouraged to relate with the academic teaching staff and visit departments. These links work effectively, although the amount of time some staff can spend as
subject librarians depends on the nature of their other duties. Some subject librarians attend course committees, but this is not an inflexible rule as there are not enough library staff to go round all courses. The success of these links is demonstrated by the fact that, if for some reason the Head of Library Services wishes to take a subject librarian away from a department, the department expresses considerable concern at the possible loss of this link.

User education is undertaken by subject librarians arranging a years programme with teaching departments, and not on an informal basis. Not all academic teaching staff get as involved as the Head of Library Services would like, but many do, setting questions and assessing the results of the programme. Only one department includes these results in determining the student's degree. Literature searching seminars have been developed and are used by some departments, but the Head of Library Services would like to see these extended and improved still further. In his opinion conducting user education courses properly involves more thought, planning and input by subject librarians than is commonly believed. The Library Panel strongly supports the user education programme, and actively encourages more departments to use them.

Orientation courses are given to the vast majority of new students, and some 80% of them take part in these courses.

The Audiovisual Librarian conducted a major survey in 1985 of users' perceptions of the library service. Users were asked to rate various items and services. Some of the answers were rather discouraging, but the Library is following up the results of the survey.

Every assistance is given to students by the staff at the information desks when they embark on a course of individualised study. This is done in addition to the literature searching seminars the student may have attended.
Library staff do not undertake any teaching duties other than involvement in user education, and teaching experience is not normally looked for in applicants for library posts, although experience in user education is desirable.

E. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

The Head of Library Services feels that there is no coherent movement within the Polytechnic towards the concept of individualised learning. Certain departments, such as Computer Studies, are making moves in this direction but progress is piecemeal. However, because of increased loadings on teaching staff in terms of student numbers and teaching hours, there has been a noticeable increase in the number of lecturers who send students to the library with challenging individual projects to carry out, which often demand the assistance of the library staff to a considerable degree.

The Polytechnic Library Service has had a multimedia approach from the beginning, as multimedia collections already existed in the two Education Colleges which formed part of the Polytechnic. Since the Head of Library Services was appointed there has been a policy to acquire the more recent audiovisual materials where these are appropriate to the institution. The Library also has the appropriate licences and undertakes off air recording where possible.

The Head of Library Services feels that with video materials, in so far as the law allows, the Library should provide programmes from the Open University or similar, as these represent a body of information in audiovisual form which relates well to the range of applied courses that the Polytechnic offers. There is intensive use of such programmes by a number of teachers, although the Head of Library Services is disappointed that more do not use them. Used properly and imaginatively, there is great potential for audiovisual materials, especially video, being used for remedial purposes or as introductions to a subject. Generally they make basic scientific, business and other types of
information, more palatable and easily assimilated. Also they have a role to play in assisting overseas students. The Head of Library Services still finds that convincing lecturers of the values of these materials presents problems and there is untapped scope for developing the interests of teaching staff in their use. He feels that further staff development in this area is vitally necessary.

Multimedia development also has other potential benefits for students in giving them alternative media and broadening their understanding and horizons.

If the Library cannot satisfy a need from available information, it will normally refer users to another potential source of information. It has not yet initiated the production of any audiovisual packages by passing the user on to Audiovisual Service and would only do so if the Head of Library Services felt that the expenditure by the institution would be cost effective.

Multimedia information is obtained for users from other libraries if the Library does not have the material, although this is not a frequent occurrence. There is a developing but still informal system within the regional interlending scheme in the Yorkshire area which involves the interlending of the more recent audiovisual materials. The various libraries with multimedia collections send their catalogues to each other if these are available in a suitable format.

The Library does not hold copies of teachers audiovisual aids and does not automatically receive copies of all programmes produced by the Audiovisual Service. There is no formal system of depositing programmes made by the Audiovisual Services in the Library, although some are copied and placed in the Library at the request of the Audiovisual Librarian. Users gain access to the programmes the Library does not stock, either through the copy held by the teacher who instigated the production of the programme or through the Audiovisual Service.
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There is no central record of materials produced by the Audiovisual Services in the Library. Nor is there a central record of teaching materials purchased by teaching departments. The Audiovisual Librarian circulated a questionnaire some years ago to attempt to find out what films teaching departments held, but found that people were unwilling to give the information to the Library for a variety of reasons. These included problems of copyright and the suspicion that the Library was trying to take this material over. A partial list was compiled, but the Audiovisual Librarian has not attempted to compile a more up to date listing since.

So far the Library has taken the view that as far as acquisitions are concerned, it's role is to purchase materials for the stock of the Library, although it is recognised that this could be subject to change in the light of decreasing finances. However, some print materials ordered by departments are vetted by the Library. The Finance Officer from time to time refers orders from teaching departments for books to the Head of Library Services for his comments. There is an institutional policy which states that departments may buy books for teaching purposes, which the Head of Library Services construes as buying books for handing out for class use. Outside that, the line the Head of Library Services takes is that if there is only one copy of a book in the Polytechnic, it should be in the Library. If departments want copies of heavily used texts, provided that the library stock is sufficient the Head of Library Services would not object. There is no similar defined policy in relation to the more recent audiovisual materials but it would not be unreasonable to extend this vetting process to them.

The Audiovisual Librarian would prefer to see materials required by teaching departments being purchased through the Library rather than the departments purchasing materials independently. This would mean a policy decision by the Academic Board of the Polytechnic coupled with a means of enforcing this decision as teaching departments would not easily give up their autonomy.
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Then a central record could be compiled, although the Audiovisual Librarian would be concerned that people should have free access to these materials, regardless of where they were held.

There is a policy that any department wishing to set up its own departmental collection of materials must be referred to the Library Panel. However, the Head of Library Services feels that he would have to be careful in saying that everything that is print on paper must be kept in the library.

Formats taken by the library service include video cassettes, sound cassettes, tape slide programmes, wall charts, slide sets, microfilm and recently computer software has been added to the library on the Lindley site of the Polytechnic. There are no formats considered unsuitable, although the library on the Lindley site is on the point of converting its filmstrips to slides as few schools to which student teachers go on teaching practice have filmstrip projectors any longer.

The Polytechnic recently took a decision through the Educational Technology and Audiovisual Services Panel that Sony U-matic was to be the Polytechnic standard for videocassette recording and playback because of the reliability of the system. Although the Library fought this decision, it was not successful and library videocassettes have had to be copied onto U-matic format. There have been some advantages in this conversion in that some of the video recordings are off-air recordings that should not be removed as the Library operates as an Open University Centre and the materials should always be available. Also from a security point of view Sony U-matic has its advantages. However, a number of programmes still have to be purchased on VHS and the Library is hoping to pressurise Audiovisual Services to recognise that VHS does exist and that there is a need for it within the library service.

Most audiovisual materials are available for loan both within and outside the institution. However the change to the U-matic format has restricted the amount of these materials that can be lent
outside the institution to users, as they will not have access to U-matic machines at home. However, as most materials are available for loan, the Library does not keep a large amount of playback equipment for use within the building. There are rooms for group viewing on a pre-booking basis in the Library, with four individual viewing carrels also available. The equipment is not on open display, however. The Library does not have any equipment for loan.

Sony U-matic players are also available throughout the Polytechnic for use in teaching areas. If they are not available for some reason, lecturers will have to contact Audiovisual Services for the necessary equipment. Thus they may have to visit both the Library for the videocassette and Audiovisual Services for the equipment.

In the early days of multimedia development, library staff regarded it as a form of 'eccentricity' and solely the responsibility of the Audiovisual Librarian. However, when it became clear that there was a range of good publications in the more recent audiovisual formats they began to see that they had responsibilities towards it. The Audiovisual Librarian believes that the students created the demand by showing interest in multimedia materials and this lead to both librarians and teaching staff making more use of these materials. Certainly the Library staff now seem to have accepted that the more recent audiovisual formats have value. The stock of programmes in the more recent audiovisual formats now totals some 3800, about 1000 of which are video cassettes. The Audiovisual Librarian sees this collection growing considerably as he believes that people are realising that print media are 'not everything' and the quality of audiovisual materials has improved greatly in recent years.

The response from the teaching staff to the more recent audiovisual materials has been one of gradual acceptance. Naturally, some are far keener than others. In some departments, such as Mechanical Engineering and History, the students lead the
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interest, pushing the staff into using these materials. Thus teaching staff are increasingly using the materials in their teaching and welcome the appearance of the materials in the library, although still not as enthusiastically as the students. It is known that there are collections of the more recent audiovisual formats in the possession of teachers and within departments and steps are being taken to ensure greater accessibility of these materials. For example, the Audiovisual Service now will tell teaching departments that they will not record off-air materials for departments, but will record them for the Library. While this approach does not always work with academic teaching staff, it is leading to an increase in programme materials coming into the Library. Staff prefer to use the videocassette format.

Students response to the new materials is enthusiastic, with both United Kingdom and overseas students making good use of them. Again videocassette is the most popular format.

Some teaching staff who use audiovisual programmes in their teaching recommend students to see them in the library. Some staff include such items on their 'reading' lists.

Library staff are made aware of additions of multimedia materials to stock by subject lists printed out by the computer. Updated copies are sent to subject librarians. These printouts are also available to users. The more recent audiovisual formats are not included in the computer catalogue of the print based library stock as the Audiovisual Librarian was not happy with the cataloguing rules for the more recent audiovisual materials and devised his own system. This has meant that they cannot be integrated in the computer catalogue and have to be searched for separately from print. Computer searching facilities are being developed for user use.

Library staff are still biased towards print and would not always include audiovisual programmes in response to a subject enquiry. This is partly because print and the more recent audiovisual
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materials are catalogued separately, a fault in his system that the Audiovisual Librarian is aware of. Librarians still tend to search for print materials first and audiovisuals second and if the enquiry is satisfied from the print based materials they rarely go on to search for the more recent audiovisual formats.

The attitude of the Library towards the latest information formats is positive. The Domesday Project will probably be purchased when computer manufacturers other than the BBC bring out operating systems for it. The Audiovisual Librarian would like to acquire the Domesday discs which he sees as being of considerable value but with more sophisticated, solid and popular hardware than the BBC system. There have been requests from staff for the acquisition of this programme. The Audiovisual Librarian does not see any danger that the Computing and Audiovisual Services would see this and similar programmes as part of their province, particularly as they have been passing information on Domesday to him. CD Rom are also being considered.

When the Library began to increase its multimedia collection, some staff training was conducted, particularly in relation to the use of the equipment. However it was found that unless the staff used the equipment regularly afterwards they simply forgot how to use it and sent for the Audiovisual Librarian for assistance. As a result it was decided to stop equipment training. The Audiovisual Librarian hopes that the growth of home computers and videocassette recorders will lead to more familiarity with equipment amongst librarians and teaching staff and thus less need for training. Such staff training in the use of audiovisual equipment as is now carried out, is done by the Audiovisual Librarian.

If users have problems in using equipment in the Library some, but not all staff, will attempt to assist the user. Written instructions next to the equipment have been tried but were found to be difficult to compile and it appeared that nobody read them. It is generally felt that users can cope with available equipment because of familiarity with similar equipment in the domestic situation.
The Library does not have any audiovisual technicians on its staff. The Computer and Audiovisual Service offers a maintenance service for equipment in the Polytechnic as far as it can, but suffers from a shortage of technicians. The Head of Library Services would like to have an audiovisual technician on the staff and hopes to include one in a reformed staff structure.

Technician assistance to deal with cases of breakdown or problems with equipment is requested by telephone, the audiovisual technicians being situated in the basement of the same Central Services Building. Their response time varies depending on their work load and can be as short as two minutes or as long as a day.

F. IN-HOUSE PRODUCTION FACILITIES
Teaching staff normally proceed directly to Audiovisual Services if they require audiovisual aids or programmes making, and library staff would normally refer any enquirers on. There is a fairly firm split between the departments in this area. If library materials were involved in the production process, Audiovisual Services would have to obtain the book from the Library. However, library materials which were 'reference only' would be allowed to be taken from the Library for use in audiovisual production. A number of teachers are making use of library materials in this way.

The Library has never been asked to undertake an information search to see if any suitable audiovisual materials already existed before some aid or programme production was undertaken, with the result that some duplication is possible.

Some students are involved in the production of audiovisual materials in their courses or for assignments, but they also would be expected to work through Audiovisual Services.

The Audiovisual Librarian wishes to develop services to meet users' requirements and would be willing to become more involved in the preparatory stages of audiovisual production should circumstances require it.
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Audiovisual Services has also assisted the Library in the production of its user education programme, initially made on tape slide but then copied onto videocassette. The Service has also produced other audiovisual guides to the Library, the scripting being undertaken by Library staff.

The Library has a range of photocopiers for staff and student use, but no facilities for audiovisual production, such as overhead transparency makers.

G. OTHER CENTRAL SERVICE UNITS

The Library and the Division of Computer and Audiovisual Services constitute the central service units within the institution. Computer and Audiovisual Services maintains a collection of computer manuals and keeps a central record of computer software programs which individual departments hold.

The Head of Library Services has no evidence of empire building by the other central service although he accepts that there is a danger of more than one agency getting involved formally in information provision to the eventual disadvantage of the Polytechnic as a whole. Co-operation and co-ordination between the two heads is carried out on an informal basis, and regular discussions are held. The Head of Computer Services and his staff do a great deal for the Library, as the Library Automation program needs their technical support and problem solving.

There has been some form of co-operation between the Library and Audiovisual Services since the mid 1970's when the Polytechnic Library inherited a range of multimedia materials from the old Huddersfield College of Education Library. Shortly afterwards, the Library started a programme of off-air recording, in conjunction with Audiovisual Services. co-operation has developed with need over the years. There has been no conscious attempt at co-operation, but each service has used the other naturally as required. The Audiovisual Service is seen as being valuable to the Library and it is felt that the Library benefits more from the co-operation than Audiovisual Services.
There is considerable co-operation between the Audiovisual Librarian and Audiovisual Services. Audiovisual Services undertake all off-air recording for the Library. The Audiovisual Librarian prepares a videocassette for each broadcast he wishes to be recorded, by labelling it with the time of transmission and its title before passing it on to Audiovisual Services.

Audiovisual Services also advises on suitability and purchases audiovisual equipment for the Library, although the Library is not obliged to seek their assistance and can purchase what it wishes. However, the Audiovisual Librarian feels that it is better that Audiovisual Services should purchase equipment for the Library which they are familiar with, and can service properly. Audiovisual Services attempts to standardise equipment throughout the Polytechnic but does take into account the special needs of the Library and other departments when selecting equipment for them.

Audiovisual Services repair and maintain equipment in the Library and other departments in the institution, although this is a heavy commitment. The Library appears to receive good service from the Service.

There is no formal system whereby library staff are made aware of the work of Computing and Audiovisual Services, and vice versa. There are strong links between the Audiovisual Librarian and the Audiovisual Production Service, and the Library staff involved in computerisation work closely with Computer Service staff. Other staff may be largely unaware of the details of the work of the other unit.
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It is felt that service to users could improve if the various service units worked more closely together, particularly in the light of the way developments in information technology are proceeding. Whilst merging Audiovisual Services with Computer Services has caused no real problems, the Head of Library Services, the Audiovisual Librarian and others feel that the situation would have been improved if it had been merged with the Library. However, there are no significant areas of overlap seen between the Library and the Audiovisual Services.

When the combination of Audiovisual Services with Computer Services was being considered, the Head of Library Services deliberately made no intervention, although he half expected that Audiovisual Services might be combined with the Library. There was a body of opinion that was critical of the decision to place it with Computing Services and favoured it coming to the Library. The Head of Library Services remained neutral at that time for a variety of reasons including the need to cope with the drastic cuts that were beginning to affect his service, without taking on board further additions to that service.

The Head of Library Services would have preferred Audiovisual Services to have been combined with the Library as he saw advantages for the service and the institution if it had done so. The advantages for the Library would have been greater control of the production of off-air recordings, and the benefits to the institution in having an integrated learning resources service. However, he still feels that there are dangers in building 'too large a monster' and if the Library had taken in Audiovisual Services he is sure he would have been saying 'it ought to be more dynamic, it is supposed to be helping people to make audiovisual programmes', as indeed the Head of Computer Services has said. If the Head of Library Services had taken over the unit, he would have wanted it to develop in this way. He would then have been faced with further problems as the number of staff in the unit is not large enough for this to have been done properly.
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If an audiovisual service is simply a small number of technicians who lend people projectors, the Head of Library Services does not see any particular benefit with allying it with a library. Indeed there may be disadvantages in so doing. If on the other hand the service is a multimedia production unit, then it is necessary to have strong support from management and the Academic Board as a whole if the service is to be effective as part of a learning resources service. The Head of Library Services was not convinced that such support would have been forthcoming in the Polytechnic at that time.

Bringing the two services together would have created a single point of contact for users, but the creativity and efficacy of the people providing the audiovisual production service is important if a good service is to be given regardless of where the unit is to be located. Obviously both the Head of Computer Services and the Head of Library Services could have had an effect on this and indeed the Head of Computing Services has had such an effect on the unit.

H. WORKING AND PERSONAL RELATIONSHIPS

Relationships between the Head of Library Services and the Head of Computing and Audiovisual Services are very good.

Personal relationships between the Audiovisual Librarian and the staff of Audiovisual Services, as described by the Audiovisual Librarian, are 'not so bad - ups and downs as ever between departments'.

There are also other well formed relationships between Library and Computing and Audiovisual Services staff. The Systems Librarian and others work closely with computer staff - indeed the Head of Library Services recently discovered that these links were more extensive than he had realised. The periodicals records system was in-house produced and designed by Head of Library Services and a senior member of the computer service and is operationally looked after by both departments jointly.
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Co-operation in computing does not extend to making sure that the Library computer is maintained and upgraded as the Library is a member of an external cooperative, BLCMP. These relationships have developed naturally as a result of need and to the mutual advantage of both departments, though it is possible that the Library has benefited most.
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CASE STUDY - HUDDERSFIELD POLYTECHNIC COMPUTING AND AUDIOVISUAL SERVICES

A. INTRODUCTION

Shortly after the formation of the Polytechnic, a Senior Lecturer developed the beginnings of a photographic service to meet his own and others teaching needs. The Deputy Rector saw the advantages of having such a service within the institution and this resulted in two or three technicians taken from various areas of the Polytechnic being grouped together to develop an independent central photographic unit. Other audiovisual services then naturally developed within this unit. Although still small, it grew to the point where the Polytechnic management decided to appoint an Audiovisual Advisor, on academic grades, as the Head of the Unit. When the Deputy Rector, to whom the Audiovisual Advisor was responsible, retired in 1978 it became necessary to consider the future of audiovisual services within the institution.

The Rector then considered the various possibilities open to him. To some extent his decision to combine Audiovisual Services with Computing Services related more to a consideration of the technology of audiovisuals rather than of their use within the institution. The Rector saw that the technologies of audiovisuals and computers were converging in developments in video production equipment. Computing Services already had maintenance support teams for computer equipment throughout the institution and similar support was also necessary for audiovisual equipment. The Rector asked the Head of Computing Services for his opinion as to whether Audiovisual Services should be combined with the Library or Computing Services. The Head of Computing Services felt that it could be combined with either central service, depending upon what emphasis the Rector wanted to give the service and that it did not matter greatly which choice was taken provided the two major services inter-related in their work. The Head of Computing Services saw no conflict in this area as both he and the Head of
Library Services worked well together. As a result, Audiovisual Services were amalgamated with Computing Services in 1978. The Head of Computing Services had his title changed to Head of Computing and Audiovisual Services.

In 1979 the Head of Computing and Audiovisual Services obtained the agreement of the Polytechnic management to increase the number of audiovisual technicians posts from nine to seventeen. The Service was in the process of recruiting these posts when the institution was faced with the drastic cut-backs of 1980/81. This resulted in the staff being cut back to eleven, and the post of Audiovisual Advisor, unfilled since the previous holder had resigned, was scrapped. The loss of this post was not seen by the the Head of Computing and Audiovisual Services as a total disaster. In one way the work of Audiovisual Services was still most concerned with equipment provision and presentation, and the role of the Advisor in this area was almost a waste of time. The main role of the Audiovisual Advisor was to stimulate interest in audiovisual production, and at that time there would have been little point in so doing as it would not have been possible to satisfy that requirement, due to lack of staff and facilities in the service. However, in the light of the future developments envisaged by the the Head of Computing and Audiovisual Services, it was a major loss.

The Service has not yet fully recovered from that setback and since 1982/3 the Head of Computing and Audiovisual Services has been consolidating the work of Audiovisual Services. Throughout 1986 he has been working towards raising the image of the service which he sees still as a responsive service. He is beginning to reorganise the staff to reflect the growing demands for teaching and support materials, and publicity materials, by increasing the number of graphic designers from the one presently employed.

Printing services for the institution are run as a separate unit within the administration department. Printing services have recently been the subject of an O and M exercise which has
resulted in a faster service with a poorer quality product. This service is run by an administrator and a number of technicians, none of whom are trained printers. This situation is especially unusual as the Polytechnic has a School of Art where printing is taught. As a result of the deterioration in quality, the Head of Computing and Audiovisual Services put forward a proposal to management in 1987 for the rationalisation of printing services with Audiovisual Services to meet academic objectives more effectively than at present.

Thus the present emphasis is on raising the image of Audiovisual Services and developing into new fields, rather than simply trying to do well the things that are expected of it.

B. MANAGEMENT

The Head of Computing and Audiovisual Services began as a mechanical engineer engaged in research in industry. He began to make use of computing techniques in his work and was asked to develop these further. He ended up heading a computer technical services group in an industrial company. He then moved to the Polytechnic as he had worked with the Rector of the Polytechnic in industry before the Rector took over the directorship of the Polytechnic. From 1971 to 1974 he taught mechanical engineering and in 1974 set up Computing Services within the Polytechnic. The addition of Audiovisual Services to his responsibilities did not lead to a regrading, and his post is placed on a lower grade, that of Principal Lecturer, than that of the Head of Library Services who is on Head of Department V. The Head of Computing and Audiovisual Services is on academic conditions of service. In addition to his work at the Polytechnic, the Head of Computing and Audiovisual Services also carries out consultancies for British Council and other agencies.

When Audiovisual Services was placed under the control of the Head of Computing Services, it was put to him by the Rector that the work involved was a logical extension of his work with Computing Services, that is managing a major technical service,
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with equipment deployment and support as its main role. As the the Head of Computing and Audiovisual Services had already built up a similar service in computing, the general management of the new service presented few problems. Computing services had already been developed from nothing in 1974 to a team of 42 in 1979, which was reduced in 1980/81 to 36 and has now reached 45 again.

The aim and objectives of the Computing Service is to underpin all developments within teaching departments using computing. Initially the Computing Service has a role in purchasing appropriate facilities based on the stated needs of the department, it negotiates contracts, supplies and installs software and trains staff to use it where necessary. The service also supplies and maintains central resources which are partly for teaching and partly for administrative purposes, and to increase these as necessary to meet the needs of the institution. In addition to the Academic Support Group, a team within Computing Services, who support the teaching programmes, there is a Management Services Team, a separate small group, responsible for computing related to administrative functions.

The structure of Computing Services consists of the Head of Computing and Audiovisual Services, three senior managers, one responsible for the Academic Support Group, one for Local Operations and Management Services, and one for Systems Support.

The Head of Computing and Audiovisual Services works closely with the Head of the Department of Computer Studies on educational programmes and offers this department in particular, considerable support.

As he has worked in the field of computing for many years, the costs of audiovisual equipment do not come as a surprise to him and in comparison with what he spends on computing, audiovisual expenditure is still relatively small. Whereas many librarians in charge of an audiovisual service may well be deeply concerned by
the cost of audiovisual equipment in comparison to the costs of library materials and could be less likely to support these levels of expenditure. It may well be that with the increasing number of computers coming into libraries that this attitude may change. The Head of Computing and Audiovisual Services is also concerned about attitudes of management and staff to levels of funding for audiovisual services as opposed to computer services. He has much more difficulty in obtaining adequate funding for audiovisuals than he does for computing where much higher levels of expenditure are involved and accepted. There is also a danger in the increasing familiarity of users with domestic standard audiovisual equipment that they will resist expenditure on heavy duty or industrial standard equipment as their own equipment appears to be satisfactory for their own needs. It is an area where people do believe they have knowledge and therefore they believe they can involve themselves more in the decision making process. Also many teachers are getting involved with computers in their teaching and see them as important, whereas many teachers have never used or have never seen the relevance of audiovisuals in their teaching and will not support such developments. Audiovisuals are still seen as the poor relation - certainly there has not been a government move to increase the use of audiovisuals since the Brynmor Jones Report, whereas there has been considerable and ongoing support for computing in schools, colleges and higher education.

The Head of Computing and Audiovisual Services was successful in obtaining an increase of staff to 17 in Audiovisual Services prior to 1980/81. His first objective then was to ensure that the service was properly staffed and managed. Then in the process of achieving this objective it became necessary to gain a much better understanding of the role that the service was playing by talking to all the people involved, both staff and users of the service and from the results of this to consider the future development of the service. This took place over the first two years of his taking over the service. He has involved himself at the levels where it was necessary, but would not claim to be an
expert in all the various areas of the service. His knowledge of computing techniques have helped him understand many of the video techniques used, especially in the editing field.

The service has eleven staff, headed by a technician who originally ran the photographic unit. Although not a graduate, he has photographic qualifications and a teaching certificate and, although the Polytechnic will not place him on academic related salaries, he does teach outside his normal working week on part-time teachers rates in the School of Art and Design. This gives him an insight into the roles of teacher and technician which has proved valuable in the running of the unit.

The other technicians are also on non-teaching technical grades which inevitably has led to problems of distinguishing between technicians 'teaching' and 'demonstrating' when working with students, and in some cases staff. An attempt was made to overcome this problem by introducing a 'demonstrator' grade. A model system was drawn up in which any technician could be asked to demonstrate/teach, but not for more than six hours a week, during which they are paid on a part-time teaching rates and the work has to be done in their own time. Even this solution is not without its problems, however.

Two technicians service the remote Lindley site where the education course are taught. These technicians are much more closely involved with the students, many of whom are in-service training teachers who require assistance with projects.

There is little integration between the staff of the Audiovisual Service and those of the Computing Service. There is some small interchange between the engineers of both services, although the equipment is still sufficiently different to need separate skills, spares, and reference materials for both areas, although there is a sharing of physical resources and electronic components such as chips that may be common to both areas.
However the combined service is still run as an administratively linked service run by a common manager, rather than an integrated service.

While the aims and objectives of the service are not written down, there are stated policies governing the work of the service. These include a maintenance policy for all audiovisual equipment in the institution, and a policy that all audiovisual items are purchased through Computing and Audiovisual Services unless they are clearly only for specific departmental or course use and where the Service would not be called on to maintain the equipment. This has lead towards standardisation of equipment in many areas. These policies have been agreed by the Educational Technology and Audiovisual Services Panel and ratified by the Academic Board. Similar stricter policies exist in relation to computer facilities.

In addition the Service responds to demands from teaching staff for assistance in the production of teaching and learning aids and programmes. Other objectives are understood or implied and these include off-air recording and ensuring that copyright is not violated and licences are obtained. An increasing use of video production is being made, although it is not yet the intention to make full programmes for use within the institution or for sale outside the institution.

The Head of Computing and Audiovisual Services feels that the Service has not yet developed a set of clear objectives for future development. He believes that the Service should have a greater role in selling the idea of audiovisual services, and while there is not the level of staffing to do this on a missionary level, there is room for a more positive approach. Through the Educational Technology and Audiovisual Services Panel a survey of teaching methods in the Polytechnic was conducted in 1986 and the Service is following up the findings gained from it. There is a need to stimulate interest in the Service in the use of audiovisual aids and programmes and by so doing it is hoped that funding for staff and resources will be improved.
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The Head of Computing and Audiovisual Services can influence the decision making processes of the institution through the various Panels he sits on, which include the Computing Panel and the Educational Technology and Audiovisual Services Panel. He is also a member of the Academic Board. He is directly responsible to the Rector, which is the most effective way of inputting into the management process for him. The fact that he is on a lower grade to the Heads of Departments with whom he works has had no adverse effects on his work in the institution.

C. PRESENTATION AND PRODUCTION SERVICES
The main thrusts of the services are in graphics, photographic services, the provision and maintenance of equipment, off air recording and the running of a small television studio. The service has placed in each classroom an overhead transparency projector. Every building has provision for video playback, and there has been a move away from closed circuit television to portable equipment on wheeled stands. There are at least two such units in each building under the control of caretakers which are placed in teaching rooms in response to telephoned bookings to the Audiovisual Services Receptionist, who also loans equipment and sells materials for audiovisual aid production to teaching departments and staff.

The main throughput of the unit is still in photographic and graphic work, including some slide production and duplication, materials for publicity, course pamphlets and teaching materials. There is also a continuing programme of maintenance of equipment throughout the institution and coupled with this is an ongoing improvement of facilities in lecture theatres and classrooms.

Video is being used to record experimental teaching sessions and teaching methods, with recorded evaluations by the students. Video sequences are being produced, such as the butchering of a lamb for the Catering Studies Department. This was made as it enabled groups of students to see how the process was carried out in close up, which would not have been possible in a real life
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demonstration, and saved the cost of a lamb for each new group of students. The studio is also used for interview situations with evaluation, and the production of short information programmes written and produced by students. Some location work is done with portable equipment.

The present production emphasis is therefore on educational video sequences rather than on finished programmes. Programme production is seen as an area for development in the future but this would require further investment in video equipment and facilities.

When teaching staff approach Audiovisual Services for assistance, and the request is for a commercially produced video programme or an off-air recording, the enquirer is passed on to the Audiovisual Librarian. If an academic requires graphics or teaching materials the work is usually unique so no checks on the availability of suitable materials is made. Slide production in the service is fairly limited and is normally of original materials rather than copies of other materials. If an audiovisual programme is required, the academic would normally meet with the Head of Audiovisual Services who would plan the programme with the teacher and then undertake its production. Only if the request is seen as causing resourcing or scheduling problems will the Head of Audiovisual Services take this to the Head of Computing and Audiovisual Services for his decision. As far as possible the Head of Computing and Audiovisual Services wants to encourage the service to develop and use its own initiative.

The Head of Computing and Audiovisual Services feels that the Library sometimes has a role to play in the production of audiovisual aids and programmes. It can help in the necessary research undertaken before a production is commissioned. Indeed, if a teacher came to the Service with an idea that was not properly developed, he would be asked to undertake some more research on it before the programme was made and in this he might
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work in conjunction with the Library. But he believes that the role of the Library should have been completed before the teacher reaches the Audiovisual Service. He has never known of a situation where a subject librarian has been involved in a production team.

As yet, there have been no attempts to publish materials produced in-house. A limited amount of work, usually involving the hire of facilities, is done for outside institutions on a commercial basis by both Audiovisual Services and Computing Services. As the result of a recent agreement, the Head of Computing and Audiovisual Services is now encouraging commercial work as this brings in additional funds to the Service, rather than to the institution as before. Any additional monies can then be used to benefit the Service.

General student use of the Service and facilities is not encouraged, although support is given to students in the production of audiovisual projects, provided the students have been sent to them by their Tutor. The Service does not have a formal role in assisting the student to develop the skills required for audiovisual production, this is seen as the responsibility of the Tutor.

Some departments, such as the School of Art and Design, do have their own photographic equipment. This has not been discouraged by the Head of Computing and Audiovisual Services in departments where this equipment is in constant use because of the nature of the courses taught there.

There are now no facilities for staff and students to make their own audiovisual materials. It was found that they were little used and the decision was taken to close them.

D. LINKS WITH STAFF AND STUDENTS
Computing Services is publicised within the institution by regular documentation and departmental support. There are notice boards around the institution which carry information for both
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staff and students on current developments and new software. A termly newsletter is now produced. Experiments to send regular information electronically to terminals and display screens were dropped as it became obvious that not all potential users were being reached, as people who never used a terminal or those who only used micro-processors were not receiving the information.

There is no similar mechanism for Audiovisual Services. Publicity for specific purposes or on specific events is circulated to staff. This includes matters such as the prices of materials available from the shop in Audiovisual Services, the availability of new services and the decision to standardise on the Sony U-Matic system. No regular publicity is undertaken as with the present staffing levels the service is fully committed. However, in line with plans to develop the service, the Head of Computing and Audiovisual Services is looking at methods of increasing publicity.

Links with teaching staff are strong in Computing Services, where a system akin to subject librarians is maintained. There is a team called the Academic Support Group which develops software, provides documentation and runs advisory services. The senior members of the Academic Support Group each take responsibility for one faculty and the departments see them as the link with the service. They are encouraged to spend time in departments, attend appropriate meetings and work closely with individual teaching staff. These professional computer staff do not represent Audiovisual Services, however.

Computing and Audiovisual Services does not take part in staff development except on a one to one basis. While the Audiovisual Services had the Audiovisual Advisor on the staff, some of this work was done but was discontinued when he left and the post was lost.

Some of the Audiovisual Technicians are involved in training as part of their work, especially those involved with courses in education. A number of Audiovisual and Computing staff teach on a
part time basis, in their own time. A few members of the Academic Support Group who have come in from teaching departments and are on academic salaries and conditions of service, teach on various courses as part of their work. Teaching experience is looked for when appointing staff to the Academic Support Group, but not for other appointments.

E. AVAILABILITY OF THE SERVICES MATERIALS

There is a small reference area within the Computing Service, mainly composed of computer manuals, catalogues of hardware and software, periodicals, and the reports and other materials produced within the Service. This area is run by an Information Officer. An S.D.I. service for academic staff is made up of photocopies of title pages of periodicals both in the reference area and in the Library. The Computing Service has to pay the Library for every photocopy made in putting this information service together, as the Library will not allow the Computing Service to take the periodicals out of the Library to photocopy on their own machines.

The attitude of the Head of Computing and Audiovisual Services towards recent developments such as Domesday, CD Rom and CD-I is that he does not accept these as computing software. Such computing software has been coded and is intended to be used for a specific task irrespective of what format it comes in. The more passive materials are regarded more as electronic books and as such are not seen as being part of the responsibilities of the Computing Service. Nor would the Audiovisual Service be interested in them apart from their technological and maintenance implications. So there is no conflict over location of these materials, the Library being seen as being the responsible organisation.

The Head of Computing and Audiovisual Services sees a natural development in computer based equipment becoming used less for computing and more as a mechanism for information dissemination. The Computing Service will continue to develop the computing
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aspects of this technology, developing networks, workstations, systems and access to other systems. The Library would then continue to build up the electronic based resource materials and the two will eventually come together.

While the Head of Computing and Audiovisual Services does not see any problems for users over which service to go to for computer resources, he has observed some uncertainties related to audiovisual resources. Audiovisual Services supplies and sells blank cassette tapes and there have been requests from users for pre-recorded tape materials which have been passed on to the Library. No-one appears to have been sufficiently confused to have gone to the Library with a request to make a video programme.

Materials produced by the Audiovisual Service are normally intended for a particular member of staff and a copy is passed on to that member of staff. There is no arrangement to pass copies of materials produced by Audiovisual Services to the Library. The Head of Computing and Audiovisual Services feels that some of the materials produced, particularly the specialised graphics work, would not be of general interest.

F. CO-OPERATION WITH THE LIBRARY SERVICE

Links between the two services are already established and there is movement of staff for a variety of purposes both related to audiovisuals and computers. There is no formal system of co-operation other than through the Committees both the Head of Computing and Audiovisual Services and the Head of Library Services sit on.

Both Heads feel that they are 'in the same game', both run academic services, and both are unique in the institution. If either feel there are problems developing related to their services that are endangering courses, staff or attitudes, they will contact the other to discuss the matter. So in a sense there is a special relationship between the two Heads, but it is only informal.
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Discussions have taken place between the Head of Computing and Audiovisual Services and the Head of Library Services over the staffing of computer facilities outside the working hours of the Computer Services, over the possibility of opening an area in the Library for micro-processors or computer terminals, and the possibilities of opening up a software library in the Library. The Head of Computing and Audiovisual Services was not entirely happy about the software library suggestion as he feels that running a software library is not just a matter of keeping software or giving floppy discs out over the counter, but involves taking master copies, checking the discs, and making sure that licencing arrangements are in order. He feels this is more easily done by those who bought the software in the first place, that is the Computer Services staff.

The Head of Computing and Audiovisual Services prefers that specific items of equipment required by other departments, including the Library, be ordered through the Audiovisual Service. The Audiovisual Service will purchase, install and maintain the equipment but it will be paid for from departmental funds. In the case of the Library, Audiovisual Services supplies technical assistance in setting up audiovisual playback facilities.

While the service does have a small equipment fund of its own, this is used for equipment which will be in general use throughout the institution.

Academic staff are expected to be able to operate videocassette recorders and still projectors themselves when they wish to present audiovisual materials. The Service will supply projectionists for special events and will staff lecture theatres during conferences. Academic staff are still expected to obtain their teaching materials from the Library, however. The Head of Computing and Audiovisual Services feels that this waste of the staff's time could be solved through further co-operation between Audiovisual Services and the Library. Audiovisual Service
maintains all audiovisual equipment in the Library, and Computer Services maintains the equipment they originally provided. The Library also has some of its own computer equipment for which it has its own maintenance contracts. The Library gets the same priority for servicing equipment as any other department.

Audiovisual Services undertakes a variety of production work for the Library, including a range of user education materials.

G. WORKING AND PERSONAL RELATIONSHIPS.
Relationships with the Head of Library Services are good but infrequent. As the Head of Computing and Audiovisual Services feels that it is part of his work to maintain good relationships between his service and the Library this could account for the infrequency of his contact with the Head of Library Services, as good contact is maintained at all levels.

Relationships between the staff of Computer and Audiovisual Services and the Library staff are generally reasonable, although there are occasional problems. The Head of Computing and Audiovisual Services feels that librarians are a different breed of staff to those in his own services. He feels that some librarians are a little soft and difficult to work with through indecision, and sometimes because they do not understand the roles of others.

Staff of both central services have opportunities to mix outside the work place in the various social facilities on the campus, but the level of mixing is not high. Although both services occupy the same building, they are self contained and mixing does not normally occur except for work reasons. There is an fact little mixing between the Audiovisual staff and the Computer staff although they occupy the same floor of the building, although the Head of Computing and Audiovisual Services does attempt to bring them together as a single unit for special events.
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An awareness of the work of the other central service is seen as an advantage, although there has not been any formal attempt to make the two staffs aware of each others work. The Head of Computing and Audiovisual Services feels that this is a major problem within the Polytechnic as a whole and that not enough is done to generate an awareness of the institution amongst its staff.

The Head of Computing and Audiovisual Services is not aware of any empire building or job demarcation between his services and the Library. He does see value in rationalising services and sees the combination of the central printing service with Audiovisual Services as a sensible development. Equally he sees that the position of the audiovisual technicians on the remote Lindley campus is an awkward one, for they are to all intents and purposes servicing one department and he feels it may be better if one or both left the Audiovisual Services Unit and were taken into that department.

H. FUTURE CO-OPERATION

The attitude of the Polytechnic management towards Audiovisual Services is 'rather neutral' in that they only comment when asked. The Head of Computing and Audiovisual Services feels that they are aware of its existence but he does not feel that they are convinced that the Service needs further development. The Service is generally seen as good value for money.

There has never been any pressure from management for closer co-operation between the central services, except for that generated by the latest CNAA Quinquennial visit.

The Head of Computing and Audiovisual Services does see areas of overlap between the two central services, in the area of off-air recording, audiovisual materials and computer software. The Head of Computing and Audiovisual Services and the Head of Library Services have discussed closer co-operation in some of these areas including the relocation of some of the Library's administrative computer systems in the computer room in Computer
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Services. Here they could be managed by operations staff and the information be electronically linked back to the Library, and this could relieve the Head of Library Services of a problem particularly as the Systems Librarian recently resigned.

The Head of Computing and Audiovisual Services response to the concept of the Learning Resource Centre is that it is essentially a good idea. However, he is a little concerned that academics do not become lazy in what they do - he believes there is a great danger that if 'you organisationally try to feather-bed them all along there is a risk that they will never identify with what you are doing and therefore will never quite exploit it'. While it is obviously better and more convenient to come to one point for all resources, he would first of all like to be sure that if he set up such an organisation that people would actually come to it. Or that when they come to the service they are not just going to ask about one aspect of the service, for example computing. If this were the case, the one point of contact would be of little benefit to them as they would not be using the other services provided. It would require a staff development programme to ensure that staff were aware of the range of services available from the service.

The relevance of a single learning resources centre also relates to the type of work that is being done. The Head of Computing and Audiovisual Services is not convinced that, for example, his engineering colleagues really want to go to the Library Service as much as they want to go to the Computing Service, and he is equally sure that the management staff do not want to use the Computing Service as much as they want to go to the Library. There is a need to look at the concept in management economics terms as well as in organisational and functional terms.

What is the future for an independent audiovisual production service within an institution? In a sense the Head of Computing and Audiovisual Services does run the audiovisual production
service as a separate unit. It is separately funded, separately organised but happens to have the same manager as the Computing Services. It would have been possible, if they were still separate, for all three services to have reported to one Pro-Rector which would have had a similar effect. The Head of Computing and Audiovisual Services does not believe that linking Audiovisual Services to Computer Services has changed the image of the service at all, indeed he has not allowed it to. It has simply meant that it has had some backup support from a senior manager.

In fact there has been some co-ordination of financial activities of both units. The ordering and accounting of equipment has been centralised. However, funds cannot be transferred between Computing and Audiovisual Services as the Planning Committee allocates funds to both services individually, though the Head of Audiovisual Services is able to distribute the budgets throughout each service as required. So there is no lack of independence, it is simply that the Head of Computer and Audiovisual Services is ultimately responsible for both services.

The Head of Computing and Audiovisual Services can see no advantages in closer merging between his two services, nor in having a common budget. He feels that neither service receives enough money already. When presenting his estimates, he prefers to argue the merits of both services along side each other. This enables him to make the strongest argument possible for putting more resources into computing which means less for everything else. He also wants to be able to make the same strong case for audiovisuals as well!

It could be argued that there would be some advantages in putting his services and the Library together so that there would be less interplay in terms of budget. Even then he feels that the institution would want to look at the three sectors separately even if there was one Pro-Rector or one Head of Resources responsible for them.
APPENDIX 3. HUDDERSFIELD POLYTECHNIC

If the Institution had been 'canny' it would have given the Head of Computing and Audiovisual Services one cost centre and one budget and left him to manage it between the two services. He has managed to avoid this by not asking for it and by specifically submitting two capital and revenue bids against described needs in both sectors each year. He does this because he believes that both need to be seen as important services in their own right.
APPENDIX 4

CASE STUDY - THE LIBRARY,
UNIVERSITY OF SOUTHAMPTON
A. INTRODUCTION
The University was established in 1862, and initially the Library was the only activity of the institution. Thus the only official in the institution was the Librarian, who was later designated as Principal. With the development of academic courses, the post was split and the profile of the Library decreased sharply and it operated at a modest level for the next seventy years, when it gradually began to assume more importance. The two previous Librarians both held office for long periods and both were professionally qualified. Under their direction the Library developed and increased in size and importance. The process accelerated from the late 1950's, keeping pace with the growth of the University. For in 1960 there were only about 1000 students, but this has increased to the present day figure of 6,500.

Physical accommodation has presented problems and the Library has grown "like topsy". The present building, built in 1915, was extended in 1935. Since then it has been redeveloped a number of times and the present redevelopment and extension is perhaps the final attempt to impose a new and logical shape on what has previously been a rather unmanageable building. The changes are expected to be completed in 1987.

B. MANAGEMENT
The Library does not have a written aim and objectives, but it does have a series of policies which it is trying to achieve. For example, it has a long term strategy for the development of computerisation, which has been agreed with Computing Services. There is also a statement of acquisitions policy being prepared.

The present Librarian was appointed to the post of University Librarian in 1977. His career began in public libraries for a short period, but the majority of his career has been in academic libraries. His previous post was as Secretary of the Library Resources co-ordinating Committee in the University of London, a committee established to attempt to co-ordinate all the library
APPENDIX 4. UNIVERSITY OF SOUTHAMPTON

services of the University. Thus the concept of co-ordinating services, to which he is very committed, has been a part of the Librarian's thinking for many years and dates from the time when he first joined the University of London. His other professional interests are now in the management and technical aspects of librarianship, in the optimisation of resources and in multimedia development.

The Librarian, as is the the Head of Computing Services, is responsible to the Vice Chancellor, whose view is that library affairs are the responsibility of the Librarian.

The Librarian is a member of Senate and of the Library, the Teaching Media and the Computing Services' Committees, and the Information Services Advisory Group. His influence within the institution derives from the structure of the University. The University of Southampton is a highly decentralised institution and the Dean of each Faculty is akin to the managing director of a company, having his own resources, finance, staff and a great deal of scope for developing policies within his Faculty. Unlike Faculties, the Librarian and the Heads of the other central services have to report to their respective committees, but the Heads of services are still seen as managing directors and are given a great deal of flexibility in running their services.

The Librarian is also responsible for liaison with the Teaching Media Department (which incorporates the audiovisual production service) and the Computing Service. Until it was replaced in 1986 because of recent moves towards the co-ordination of these services, the Librarian was also the Chairman of the Advisory Group on Information Handling. This has been replaced by the Information Services Advisory Group, chaired by the Vice Chancellor and with a membership including the Librarian, the Heads of Teaching Media and Computing Services and the Chairmen of their respective Committees. The Librarian is firmly of the opinion that he has to be an opportunist and that, through professional activities and discussion, he has to form a view of
Library development and then seize the opportunities when they arise. This involves taking part in the political scene within the University, although he attempts to avoid being seen as a member of any political faction.

The growth in Library staffing has mirrored the development of the University and the range of its activities. There was a major period of growth in the 1970's when the Medical Library was opened. Staffing numbers were reduced after 1981 but have now stabilised at 85. There is always the possibility of further economies having to be made in the near future. However, as there is still growth in student numbers in some departments, resulting in an increased income, this may help to maintain the Library staff establishment. There are no new staff appointments associated with the new library extension as it is expected that it will make the Library more economical to manage. Much thought has been given to the location of staff in the extended building.

The University's policy, confirmed by the Vice Chancellor, is to centralise all libraries on the main site, where possible. While there are a number of small scientific libraries in teaching departments, these are nearly all un-manned and are looked after by a peripatetic member of staff. Of necessity, the Medical Library is situated in the Medical Faculty in the Hospital complex off the main campus.

Estimates for the library service are submitted in broad outline to the Library Committee. Once approved, the Librarian is free to use the money as he wishes, provided he does not exceed the available funds. However, while the Librarian has the final authority over the disposal of funds, allocations for books and other materials are made to departments which they are invited to spend against. This system tends to lead to the assumption that the money allocated to departments is theirs. However, in the final analysis, the Librarian can use the money as necessary.
C. LINKS WITH STAFF AND STUDENTS

Academic staff have been mainly appointed directly from academic institutions, except in the Engineering and Medical Faculties, and tend to be reasonably library conscious, as are the students.

The service is publicised by means of a range of library guides and through induction sessions for new students. Orientation sessions are programmed in Freshers' reception events and these are followed by subject orientated talks by subject librarians, at a later stage during the first term. The Engineering Faculty now includes a structured user education element in the assessment of student's courses in all departments but one.

As this Library is available to users other than the staff and students of the University, and as it is accepted that some staff and students do not attend or understand fully the user education sessions, a survey to investigate the ease of use of the Library by untrained users was recently carried out as an MSC project. This involved the members of the MSC team, without previous knowledge of the Library, using the services and reporting back to the Librarian on the difficulties they encountered in signing and guiding, procedures and other ways of accessing the service and then making proposals to counteract these problems. During this time the team produced a video programme for 'naive' users of the Library, a report on signing and guiding and made a number of other contributions to the service. This has ensured that members of the community using the Library have the best possible chance of finding their way round the service effectively.

Links between library staff and teaching staff operate in both directions. The Library Committee includes one representative nominated by each Faculty. The Librarian is an ex-officio member of every Faculty Board and has the right to nominate a representative, who is the subject librarian concerned. This gives the Library some insight into what faculties are doing and how this will affect library provision. Additionally, each department nominates a departmental library representative who is
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responsible mainly for channelling book suggestions and any comments about the service to the Library. Departmental representatives also meet every year with the Librarian and the subject librarians. There are no library staff in attendance at departmental meetings as there are not enough library staff to go round. While there is evidence on both sides of failures in communication, the Librarian regards these links as essential although their effectiveness depends a great deal on the personalities and enthusiasms of the people involved.

The Library is not involved in the curriculum development process and this is of concern to the Librarian. He feels that the Library should be consulted before significant changes in courses take place, rather than afterwards when problems arise, as normally happens.

The educational development of teaching staff is dealt with by a member of staff of the Teaching Media Department who is responsible to the Vice Chancellor for this activity. An annual workshop for new staff is carried out in which the Library provides a session on the service. In addition, every new member of staff is sent a personal letter by the Librarian inviting them to come and meet the appropriate subject librarian, and some take advantage of this.

Library staff are involved in user education and training, and one of them is involved in teaching and marking second and third year library instruction which is examined as a subject in the Faculty of Engineering. Some of them also teach courses in the Adult Education Department and while this does not affect their conditions of service, they are paid the standard part time lecturing fee.

D. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

The Librarian has been trying to encourage the use of the term "Moth" to describe such materials, meaning 'materials other than hardcopy'.
Generally teaching and learning methods remain fairly traditional within the University. The response of the teaching staff to the use of the newer audiovisual materials in their work varies and often depends on the personality of the individual concerned, although there have been more staff using these materials in recent years. The greatest development in their use is in the area of Medicine, especially at postgraduate level, in updating the medical knowledge of practising doctors. The Teaching Media Department is funded heavily by the National Health Service to produce a range of medical audiovisual programmes. In other areas, changes are taking place with the development of the use of computerised teaching techniques. IBM are currently funding a scheme with the History Department to introduce students to computerised techniques for the collection of historical data using sixteen IBM PC computers. At present these are located in the History Department but will be transferred to the new Library extension. This will locate them close to the relevant historical resource materials and enable the equipment to be available and supervised over a longer period each day. There is some evidence that computer assisted learning and interactive video may well develop extensively over the next few years in the University.

The Library has a policy to acquire the more recent audiovisual materials, although still at a modest level. This policy has developed naturally over a period of time, the Library acquiring a range of these materials since the early 1970's. This began before the Medical Library was set up, although it quickly became the heaviest user of these materials. The Library's interest in these materials developed through a recognition of the value of tape slide programmes as library training materials and has grown from there.

The format in which information is published is no longer considered as a criterion for selection. The criterion conventionally agreed to in the University is between group or guided learning and self motivated learning. As far as the Library is concerned, it is the centre for self motivated
learning, with the Computing Service playing a lesser role. The function of the Teaching Media Department is to provide technical support and production facilities for both types of learning.

There have been no surveys of student learning needs and preferences. The Librarian is concerned by this as he suspects that many students come to the Library with a higher expectation and competence in the technology than the library staff. He believes that not all information is best conveyed through print on paper and that users may have a preference for a particular format and would be prepared to tell librarians. It is therefore essential that librarians recognise this and respond. This could lead to a demand for a wider range of audiovisual materials. As this University is committed to staying in the forefront of development, the Library has to be prepared to listen to what students expect in terms of learning experiences, in case they desert the Library.

Formats currently taken include tape slide, video, computer software accessed through work stations located in the Library, and with slides and computer assisted learning in the Medical Library only, as yet. Music in recorded form is purchased by the Music Department from its own funds and the Library has not attempted to duplicate those facilities so far. The Librarian feels that this is wrong because music, like many other subjects, is pervasive and of interest to staff and students other than those studying the subject.

Library staff initially responded to the acquisition of the more recent audiovisual media with some controversy about how they were to be managed and organised, and whether they should be treated and kept separately. The Librarian believes that they should not be treated differently to print materials and has recently broken up the separate microform collection that had developed and dispersed it around the Library so that related materials are together. As the multimedia collection develops it will be treated in the same way. Some staff still feel that the
development of these materials will necessitate the appointment of technical experts, but again the Librarian does not feel that this is necessary as assistance can be obtained from the Teaching Media Department as required. An attempt was made some years ago to appoint an Audiovisual Librarian and a job description drawn up, but this was defeated by the Library Committee who did not see the need for a specialist in this area. The Librarian now feels that this decision not to appoint was correct.

Since 1966, when computerised systems were first introduced, there has always been a strong technological presence in the Library, with the result that all staff are reasonably familiar with the use of computers and associated equipment. For that reason it has been easier to ensure that some staff are able to use the audiovisual equipment which is added to the Library. Training needs are determined and the necessary people trained. There is a senior member of staff responsible for staff training and it would normally be her responsibility to ensure that this is done. However, she has had to suspend her training duties for the time being as she is responsible for the new extension programme.

Neither teaching staff or students have made any demands for the more recent audiovisual materials to be available in the Library, but the Librarian believes that as provision is minimal at present, this may be the reason. With the availability of the new extension, the intake of these materials is expected to increase significantly and the Library will encourage greater use of them. It is hoped that the user community will be increasingly responsive and receptive to the newer media. He expects that the visible evidence that the Library can exploit the newer audiovisual materials effectively will be accepted by departments where there is interest in using such materials and they will collaborate by making recommendations for appropriate materials. Subject Librarians and the Acquisitions Librarian will also encourage departments to spend more in this area.
Teaching staff are also able to buy their own audiovisual teaching materials through departmental funds. There is no central control over the acquisition of these materials. Neither is there any central record of all teaching and learning materials within the institution. While the Librarian would wish to see such a record, the facilities for the preparation of the simpler aids are so widespread that the problem of collecting the information would be almost insuperable.

A small number of teaching staff have placed copies of their own audiovisual aids and programmes in the Library to ensure full student access to them, but this is still unusual and there is no policy about this. Students do make use of the materials that have been deposited and acquired.

No special steps are taken to inform either library staff or users of the addition of the more recent audiovisual materials to stock, except for important items which are shown to library staff. As yet it is not common for teaching staff to include the newer audiovisual materials on reading lists, except in the case of the Medical School. The newer audiovisual materials are included in the library catalogue in the normal way.

As yet, it is felt that subject librarians do not think multimedially when dealing with subject enquiries partly because of limited equipment provision and partly because of limited numbers of materials. The Librarian expects that the attitude of library staff will have to change if the multimedia collection is to grow and be exploited properly.

There is a draft proposal that the Library, the Teaching Media Department and the Computing Service should collaborate over providing access to the interactive Domesday Project. The Library hopes to be able to purchase the hardware from the Library extension equipment grant, and the resource would be located in the Library in so far as its use is self motivated. However, it is the considered opinion of the Heads of the three services that the need for guided learning and group exploitation with this and similar resources that bring together various technologies, will
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require the University to adopt a multi-service approach to optimise the learning benefit. The increasing use of such resources will teach the services many lessons for the future.

It is also anticipated that CD-Rom publications will also be included in the new Library provision. It is intended to acquire CD-Rom as a demonstration technology for it is felt that the Library has a responsibility to make these new technologies available in a central location.

E. IN-HOUSE PRODUCTION OF AUDIOVISUAL AIDS AND PROGRAMMES

The Library has provided a photocopying service for many years. The Library also maintains a Bindery and its associated staff. There are also two computer specialists on the staff, a programmer and a systems analyst. There are no audiovisual technical staff in the Library, however.

There have been cases within recent years of audiovisual materials being included in theses, but there is not much student production of audiovisual materials within the institution.

There is a steady demand from teaching staff for audiovisual aids to be made from library materials. As far as the Library is concerned, production of such aids is always carried out by the Teaching Media Department. There is a long standing arrangement with this department that they can draw on library stock for that purpose.

If asked for assistance in the production of audiovisual programmes, the Librarian hopes that his staff would carry out a search to see if suitable audiovisual materials already existed. He felt that the Teaching Media Department might have a better knowledge of some of the sources of these materials than the Library, and if they were approached they would not produce a programme if a suitable one was already available.
In retrospect, the Librarian feels that the necessity of visiting the two services to have assistance in audiovisual aid and programme production may well be off-putting to some teaching staff. In the past, because the Teaching Media Department has premises in the Library and because of the close relationships that exist between the two departments, he had not believed this to be the case. Because of the growth in diversity of media and the development of the use of computers, up till recently the three central services had been able to have a fairly separate identity and a clear mandate. Although throughout this time there were instances of activities which involved more than one service, these were of a relatively minor nature and at a low level of activity. What is now inspiring a change is that the three Heads of central services can see that the entanglement of their services may become a major feature in the future, rather than the minor feature it has been in the past.

The links between the Library and the Teaching Media Department have always been strong because the Teaching Media Department initially began as the Library Photographic Service. It became a significant section of the Library and to meet demand it began to expand its activities into graphics, medical illustration and film making. In 1971, because the section's interests were becoming increasingly remote from the Library's activities, the previous Librarian felt that while these facilities required managing at a relatively senior level, he had not the technical knowledge to do so. So the section was removed and became a separate department. The Librarian believes that while the Teaching Media Department does excellent work in the production of the simpler audiovisual aids, such as slide making and overhead transparency production, it faces a great deal of competition from teaching departments who have their own production facilities. Because of the way in which the University is run, there has never been any instruction that departments must use the Teaching Media Department. If departments felt they could do it themselves cheaper or more effectively, they did so.
The Teaching Media Department's photographic facilities in the Library were maintained and at one time were fully staffed. As financial stringencies increased, the growing department had to reorganise but retained their Library facilities which they now man as necessary. When the Library extension was being planned, Teaching Media planned a larger facility within the Library where they would be able to carry out a wide range of photographic processes. However, following a management review, it was concluded that this would not be the best use of their resources so they ended up with a rather smaller area which they intend to use as a microfilm and static photographic studio. They will move from the present rooms to the new studio when the extension is completed.

The Library is committed to including photographic facilities within the Library so that library materials can be photographed within the building for security reasons.

The Librarian feels that under the circumstances he would have done the same as his predecessor and let the unit be hived off from the Library. He argues that "librarians should be very wary of getting involved with producing materials as distinct from making them available to users." The analogy he uses is with a printing or publishing activity, and while some librarians control such activities "I think they should recognise that that is actually a separate activity ... it might be perfectly o.k. in managerial terms for them to run that as a separate activity ... but they ... demand different skills and different types of managerial approaches."

F. OTHER CENTRAL SERVICE UNITS
In addition to the Library, there are two other central services, Computing Services and the Teaching Media Department. Unlike the others, Teaching Media is not an independent central service unit, however. When the Photographic Unit was separated from the Library, it was still comparatively small. As it was difficult to see how it could survive on its own, it became part of the
Faculty of Educational Studies and the Head of the Teaching Media Department is responsible to the Dean. The status of this department is a continuing worry and the Librarian feels that it may well have to leave the Faculty in the future, because of the moves to bring the Library, Computing Services and Teaching Media closer together.

Neither service maintain their own libraries, apart from collections of materials for their own use. The Teaching Media Department, which has teaching responsibilities in the field of educational technology as well as running the central audiovisual production service, has library funds allocated to it to be spent on library materials. These could include audiovisual materials, but are usually spent on printed materials on teaching techniques and the use of audiovisual equipment in the educational sector.

The Librarian is not concerned about the Computing Service building up its own collection of manuals and software as these are to ensure the effective utilisation of their equipment. The teaching Department of Electronics and Computer Sciences has a library allocation and they recommend books and packages for the Library in this area.

Both the Librarian and the Director of the Computing Service are on Professorial grades. The Director of the Teaching Media Department is on Reader's grades. All are academically related posts.

The Computing Service has a shared building on the main campus. The Teaching Media Department is housed in a series of houses and in other buildings around the campus, including the Library, and with a large presence at the University Hospital.

The Teaching Media Department in the University attracts some controversy and occasionally its closure is discussed. However, the Librarian has a great deal of sympathy for the Director of
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Teaching Media. "There is a sort of perception ... that it is not well managed, ... but it is a very exposed service and they only have to have one thing go wrong for everybody to forget the hundred good things it did, with the result it is extremely vulnerable. By the very nature of the way that they work, the Director has to take far more risks and take up far more exposed positions than I do. By the nature of things, sometimes he comes a cropper".

Although the Librarian sits on the committees of the other two services, and the Director of Computing Services sits on the Teaching Media Committee, neither of the other Heads sits on the Library Committee. Although the Librarian has recommended that they should, there has been opposition from some of its members and this has not yet been approved.

Informal co-operation and collaboration between the three services has always been at a high level. This has avoided any problems of job demarcation and empire building. "We meet regularly to discuss areas of overlap and a valuable measure of mutual trust, confidence and support has been built up."(1)

Consultations take place between the Heads of these services over areas where overlap might take place. The Librarian has no worries that either of the other two services might be trespassing on library territory. In the joint paper prepared prior to the formation of the Information Services Advisory Group in 1986, one of the points made was "the excellent spirit of collaboration between the three departments could even be a handicap (to development); in the interests of good relations, each may feel inhibited about trespassing on the others' ground." (2)

Collaboration between the services is already well developed. For example, the UGC is now considering spending £1.7 million to improve the attachment of libraries to computer networks such as JANET. The Librarian has to develop a case for the Library's
APPENDIX 4. UNIVERSITY OF SOUTHAMPTON

involvement in this. He has approached the Head of Computing Services who is collaborating with him in preparing this case, as it obviously has considerable implications for the Computing Service. The Library is also collaborating with the Computing Service at the present time over joining the British Telecom Gold Service. At the same time, Teaching Media Department are putting in a claim for funds to develop various aspects of the Domesday Project within the University, and before submitting the claim the Director of Teaching Media approached the Librarian who gave him his full support.

Co-operation between the staff of the three services is also good. The Library uses the Teaching Media Department in the production of user education programmes and for support for its audiovisual equipment. There are many informal relationships at all levels with the Computing Services, over the functioning of equipment and the relationship of the Library to the University network. The Computer Technicians have assisted the Library on many occasions and at a more senior level there has been co-operation on the management of computerisation.

While there have been no formal training programmes to ensure that the staff of the three services are aware of the work of the others, the Computing Service regularly offers orientation courses on particular aspects of their services and these are available to library staff. The Library has also arranged visits for its staff to the Teaching Media Department. There has not been a return visit as yet.

The Librarian feels that service to the University would improve if the staff of the three departments knew more about the work of the others. It is part of the overall training objective of the Library to familiarise staff with the working of other parts of the University which will help them to carry out their work more effectively. Thus co-operation at all levels has been and is an
ongoing activity and as a result, has lead to a move towards closer co-ordination between the services. Over the years, conversations have naturally taken place amongst the three Heads over the way in which technology was developing. In one such conversation in 1984, the Heads agreed that their services were moving closer together. It was then decided that they should meet formally to discuss closer co-operation in the future. A meeting took place and as a result a joint paper 'Computing Service, Department of Teaching Media and University Library: the implications of convergent technology' (3) was produced on 22 August, 1984, in which all three Heads indicated their commitment to some form of development. The paper also incorporated the concept of employing a Consultant to examine the situation and make recommendations for future development. A joint "Application to the Project Fund" for £20,000 for:-

"a one-year project designed to improve the efficiency and effectiveness of the University's academic support services. The study will be concerned with the role of educational media and information technology in student learning, teaching and research with special reference to the ways in which the Computing Service, the Library and the Department of Teaching Media can combine their functions to develop and support future needs." (4)

However, the application was not successful. This was a disappointment as the three Heads feel that there should be an overall strategy for the University. As they are required to commit their energies to the day to day management of their services, it was not clear how they could make the time to formulate a strategy and carry it through. It was felt, however, that a Consultant would be able to spend all his time on developing such a strategy, giving momentum to the scheme.

In a memorandum from the Library Committee to the Vice Chancellor on 28 October, 1986, the three Chairmen of the Committees of these services stated:-
"We are in full agreement that it is vital for the University to consider the operation and development of the three services as related activities. There is a particular need to promote the discussion of long-term objectives and to establish the most appropriate basis for future developments...

We believe that a newly-constituted advisory committee is called for and we recommend that the proposal... be made to the Policy and Finance Committee.... We would emphasise that we do not envisage any immediate changes in the roles of the three heads of services and we would expect existing forms of professional specialisation to be maintained. ... we believe it would be useful to consider whether a common basis of funding for these services might be established; also whether there would be advantages in the appointment of a co-ordinator (or designator) of these services." (5)

At the next meeting of the Policy and Finance Committee this report was approved and the proposed advisory committee established as the 'Information Services Advisory Group' under the Chairmanship of the Vice Chancellor. It met once before the end of 1986.

The initial thinking of the three Heads, that led to this development, was determined by a number of current and potential developments. One of the outstanding features of present day academic development is the extent to which disciplines are changing their character and increasingly inter-relate with one another. It is the interaction between subjects that is forcing into the open the new subjects of the future.

The Heads see that there are major areas of development where their work will increasingly overlap, and these areas of overlap are going to be important to the future of the University. It is essential that these areas can be identified and developed correctly. At the same time the Librarian has to remember that for the foreseeable future most of the people who come into the Library will want to read print on paper, although they may wish increasingly to use other materials in conjunction. So there is still a priority to ensure that this is possible. Equally, the other departments also have well based, long established activities which are the mainstream of their work, and these must be maintained.
Appendix 4. University of Southampton

It was also felt that the Library may well develop a different pattern of service in the future. For example, it has to be assumed that some of the consultation of library records which now takes place within the Library will become decentralised. Indeed it is only a matter of time and resources before this becomes a real possibility. The three Heads also faced up to the technical possibility that departments within the University could totally bypass the Library in accessing computerised sources of information. This is part of the underlying concern of the new Advisory Group.

It is necessary to identify the fundamental considerations - the policy of the University is that libraries should be centralised and to permit this a considerable expenditure is being committed to the Library extension. But the underlying reason for the centralisation of library services is that all knowledge should be available for everyone. The reason the Librarian does not want libraries in departments is not to insist that users come to the central Library but because he does not want some of the information which is currently available in the University to be restricted to only a small part of it. It is essentially a question of access. Centralised library services stand for the universality of access to information against the rather more narrowly based departmental concept of information. The problem the three Heads now have is to re-interpret that in the face of the power of current technology. The power of technology is such that it is possible in principle to departmentalise information again, to bring it down to the individual's desk. This is perfectly acceptable provided it does not lead individual users back to a narrowly based concept of information.

Following the initial impetus and the setting up of the Advisory Group, the Librarian would like to see the University developing a strategy for the next five or ten years for the thorough going exploitation of information in all its aspects and formats. Within that framework, individual proposals for development can be seen in their proper perspective. In addition it will be
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easier to initiate new developments, some of them perhaps coming from the Advisory Group. Developments can be expected to incorporate other technological developments such as campus communications through electronic mail. The three Heads could not see ways in which the services could be developed to the optimum extent within the present budgetary framework as they are constantly coming up against the problem of who should pay for developments which overlap. What is required is an external voice to develop the strategy and also the administrative framework to make it work.

The Librarian sees the possibility of the appointment of an overall Head of the three services, though he is not sure how this would work. He can see other solutions in a university context that would not involve a single manager responsible to the Vice Chancellor. A Deputy Vice Chancellor could be appointed specifically to be responsible for resources, and some other things. The ultimate decision will depend on personalities, possibly the retirement of the present Heads of the services, and the lapse of time. A single integrated service is also a possibility, but not in the immediate future.

G. CO-OPERATION WITH THE TEACHING MEDIA DEPARTMENT

The Librarian believes there should be an obligation throughout the institution that when any form of new knowledge is created, it should be deposited in the Library. However, there is no policy of including in the Library every programme produced by the Teaching Media Department, as yet. The Librarian feels that the Library should function as a deposit for the Department so that their material can reach its fullest audience. While there is no routine by which the Library is made aware of all programmes, it receives copies of programmes that would be relevant for use in a self motivational situation which the Teaching Media Department feels would be suitable. The Library has to pay for a copy of the programme. Paying other departments for services is a system that is deeply ingrained in the University and although it is not a major problem it does create barriers to closer integration of services. If the Library does not have a copy of Teaching Media Department productions and the
user is aware of its existence, it can be viewed in the Teaching Media Department. The Department will also exhibit some of its significant productions to interested staff and students when the production is completed. A copy of the programme will be deposited with the teacher who initiated the programme.

Audiovisual materials are normally for reference use in the Library, although they would be lent out for a teacher who wished to show them in a classroom. It would be up to the teacher to arrange for the necessary facilities from the Teaching Media Department if necessary. Normally speaking, some of the equipment is permanently located in major lecture theatres and classrooms, but Teaching Media will also provide technician support to operate the equipment if required. There is no equipment loan service within the Library.

The Library is free to select their own equipment, as are all departments. The Library always consults the Teaching Media Department in the case of audiovisual equipment, other than that for microforms, in which the Library probably has more expertise than Teaching Media. The Library is also free to select their own computing equipment as are teaching departments, but the Library always consults with Computing Services first. Back up for audiovisual equipment is carried out by the Teaching Media Department.

There is a move towards some standardisation within the institution. A Purchasing Officer was recently appointed to try to make savings for the University and savings implies standardisation. Nevertheless there is a strong tradition of budgetary independence which is not going to be curtailed and the University will have to make maximum use of its power to negotiate preferential terms for purchase and to use training, maintenance, backup and sharing common facilities like networks to encourage departments to move towards standardised equipment.
The Teaching Media Department maintains audiovisual equipment for the whole of the University, including the Library. Their response time varies depending upon how much pressure they are under. However, if they are slow in coming to repair equipment it does adversely affect the service the Library is able to give. Wherever possible the Librarian now prefers to purchase six less expensive machines rather than four expensive ones on the grounds that while there may be more breakdowns, there will still be more equipment normally available. Major pieces of computing equipment in the Library are under a manufacturers maintenance contract, but smaller pieces of equipment are maintained by the Computing Service.

Co-operation between the services has increased over the years as developments in technology have increased. The Librarian feels that the increase in co-operation is more marked with the Computing Service than with Teaching Media Department, but that co-operation with Teaching Media will increase with the opening of the Library extension.

H. WORKING AND PERSONAL RELATIONSHIPS

Relationships between the services have always been good and the longer the Librarian works with his colleagues in the other services and the more understanding he has of their work, the better hopes he has for future collaboration. There are occasional problems between the services, but all the Heads place a high level of importance on collaboration.

Relationships are particularly good at Southampton partly because of a mixture of personalities and perceptions. All three Heads have a sufficient measure of sympathy with the activities of the others to respect the individuality of what each other does. At the same time there is an appreciation of the areas of common interest.

At a personal level, co-operation has been a central theme of the Librarian's work for over twenty years and he has always believed that effective co-operation depended mainly on people. He feels he works better in an environment which calls for collaboration
than one which is more strictly characterised by line management and direction.

BIBLIOGRAPHY

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3. Naylor, B. Ibid.
APPENDIX 5

CASE STUDY - THE LIBRARY, AND MEDIA SERVICES UNIT, THE COLLEGE OF LIBRARIANSHIP WALES
APPENDIX 5. THE COLLEGE OF LIBRARIANSHIP WALES

CASE STUDY - THE LIBRARY AND MEDIA SERVICES UNIT, COLLEGE OF LIBRARIANSHIP WALES.

A. HISTORY of the institution.
The College of Librarianship Wales was established in 1964 primarily to meet the staffing needs of libraries in Wales, a responsibility it retains today. However, the College quickly achieved an international reputation, taking its students from Wales, the rest of the United Kingdom and from most parts of the world. From its inception the College has remained independent, concerned only with the discipline of librarianship and information studies, making it a unique 'monotechnic' in the United Kingdom. However it combines this independence with a close working relationship with the nearby University College of Wales, Aberystwyth and in 1981 this special relationship was formally recognised by the University of Wales when the College was accepted as an 'associated college' of the University and became the major part of the University of Wales School of Librarianship and Information Studies.

The Transbinary Group on Librarianship and Information Studies was set up in January 1985 to investigate, inter-alia:--

"likely future demand... for library and information professionals and of the courses provided by each of the library and information science schools, bearing in mind the changing nature of library and information work."(1)

One of the many recommendations made in their Report issued in June 1986, was that the College of Librarianship Wales, whose students already receive their degrees from the University of Wales, should become a constituent part of the University College of Wales, Aberystwyth. (2)

Discussions on this proposed move have been taking place for some years now and appear to be reaching a favourable conclusion and will obviously have considerable impact on both the College, the Library and the Media Services Unit, particularly the latter.
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This is because the University College of Wales, Aberystwyth, does not have a fully organised and separate central service unit for audiovisual production which is under the direct control of an academic educational technology director, as many universities do.

The College of Librarianship Wales (CLW) and the University College of Wales have been linked in other ways. For example, for the past twelve years CLW has also been involved in teaching parts of the Master of Educational Technology and Diploma of Educational Technology courses offered by the Department of Education of the University College of Wales, Aberystwyth.

The College now has forty teaching staff most of whom have moved into teaching from professional posts within libraries. A small number of welsh speaking staff were appointed to the College after taking courses of study there, and were then given extensive practical training and professional experience in libraries before taking up teaching posts. The College has a number of academic non-teaching staff which includes the library staff, the liaison staff and the present Director of the Media Services Unit, who for many years was the only non-librarian on the academic staff of the College.

The College has nearly four hundred students, the number changing slightly from year to year. For first degree courses, most students come straight from school, although a few will have some work experience. At postgraduate level most come straight from university, but with a greater proportion having some work experience. At Masters and Doctoral levels almost all have previous and often considerable professional experience, but this situation is changing somewhat with the inception of the new postgraduate course in 1987, where it is possible for some postgraduate students to submit a dissertation after their Diploma course, to obtain a Masters degree.
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Because of developments in library education the numbers and proportions of staff and students has changed considerably during the history of the College. Student numbers went up rapidly to four hundred in the late 1960's, with staff numbers peaking in the late 1970's and now gradually reducing.

B. DEVELOPMENT OF THE LIBRARY SERVICE
The College Library was founded in 1964 and grew steadily from a small collection, designed to provide information to four teaching staff and some thirty students, into what must today be one of the major international multimedia collections on library and information science.

Because the College is a comparatively small single site institution, once the Library became properly established, there were no moves away from the concept of one central library towards the setting up of departmental libraries, which the Librarian believes would be detrimental to the quality of library service. In the beginning, the staff tended to build up small collections of materials in their offices. However once the Library became established in its own premises, materials flowed out of staff offices and out of the departmental ambience into the Library, where they have remained.

The aim and objectives of the Library have never been written down although the Library has stated its aim in College papers on occasion. The Library aims to meet the requirements of recognised course work in the College as well as endeavouring to collect comprehensively the whole field of librarianship, most particularly in the English language.

The College and its Library does not have to submit to any form of formal validation process, but pressure for change has come recently from the Library Association Board of Assessors in their report on their visit to the College in May 1985.
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"The Visiting Party did however come away with the impression that the College might well give consideration to the desirability of forging a more creative relationship between the library and the academic life of the College. Members were a little disappointed that the current relationship seemed to reflect traditional practice in academic institutions, rather than more progressive practice in which the library plays a more central role. In a college of Librarianship of all places, the latter might be justifiably expected." (3)

The present library building was built in the years when the College's intake was at its peak, and was designed as a teaching laboratory. The present library building was planned in the late 1960's, before the newer information materials were seen to have a place in libraries, and with the expectation that the Library would hold somewhere between 50 - 60,000 volumes by the end of the century. Provision was also made for a connection to the closed circuit television system the College was planning. The new building opened in 1971. In recent years, because of the decline in staff and student numbers, the size of the study areas have been reduced, allowing space for a much larger book stock than the planners originally conceived and for the requirements of the newer audiovisual materials.

Limits on public expenditure have caused the Library to look more carefully at its purchasing programme in relation to continuing expenditure. It had been found necessary to revise the purchasing guidelines, although the aim is still to purchase everything in librarianship and information science published in English. It was felt that one effect of these continuing limits has been to make for a 'duller library', as there is now no leeway to purchase appropriate general background material.

The professional staff of the Library reached its highest number of ten shortly after the new building was opened, but has reduced over the years to seven and a half. This has resulted in noticeable reductions in the level of service to users. Less staff are on duty in the evenings, although opening hours have not been reduced. It is also becoming increasingly difficult to respond to requests from teaching staff for demonstration sessions.
C. THE DEVELOPMENT OF A LINKED SERVICE
Audiovisual support to the College was provided in the early years by one technician, this being increased to two in 1972, both under the control of the Registrar. Their responsibilities included printing by offset lithography, overseeing a photocopying facility, projecting audiovisual programmes and maintaining facilities and equipment, and a limited amount of photographic production.

In 1972, the Principal decided that the College should have an audiovisual production service and that the post of Director of Media Services, as it was to be called, would come under the control of College Librarian. This was done to retain the same span of control as before and was seen partly as a matter of administrative convenience and partly to maintain a limit on the number of academic staff appointed with the conditions of service negotiated for teaching academic staff. Thus the Director of Media Services was to be appointed on Senior Lecturer scale but with the same conditions of service as the qualified library staff.

The post of Director of Media Services was advertised in the professional journals and the press, but no applications were received as there were few librarians with any audiovisual experience or abilities, and few trained educational technologists in 1972/3. Two members of the existing college staff then applied for the post as there was a pressing need for the post to be filled and the writer became the first Director of Media Services with the responsibility of setting up a full scale audiovisual production service.

The College Librarian, who took on the overall control of the Media Services Unit, encouraged the Director to develop the Unit independently in the way he felt best. Neither he nor the first Director felt it necessary to amalgamate the Library and the Media Services Unit into one cooperative service, nor was any pressure exerted from management to do so. At the time it would
have been difficult to do so, as the new library building had not been planned with an area suitable for housing such a unit. The only possible area had been designated for use as a teaching area and this was considered to have first priority. The new academic building opened two years after the Library, and had provision for a small television studio and only limited audiovisual facilities. The result was that the Media Services Unit was housed partly in the new Academic Block and partly in the old college buildings. The Library is in a separate building located midway between the old (and now unused) and new College academic buildings.

The present Librarian has accepted this arrangement as he was one of the sub-librarians at the time of the linking of the two services, and he had previously served in an institution in East Africa which had a similar link between the library and the audiovisual production service. He sees the arrangement on occasion as rather a nuisance, but one which is also advantageous to the Library.

Although teaching staff may be aware of the link between the two services, they still have to use them as two separate services, due to their physical locations. There is little reason for students to be aware of the link at all. The Librarian believes however, that it is important to link these services, as it is bad for a Library to become isolated from the other learning resource services in the institution.

It is felt that the linked services provide a range of services which are of College-wide benefit and are used freely by the whole College community. There are still improvements to be made.

The linking of the services has allowed the Library to go beyond traditional library service in that it can now instigate and undertake audiovisual productions as well as provide commercially produced materials. Having the Media Services Unit linked to the Library has helped the Library in its development by providing
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all the technical backup facilities for the wide range of multimedia materials and equipment the Library now houses, including a range of microcomputers. This has led to changes in the way that some students prepare and present their work and at the same time has advanced their own knowledge of these techniques.

Linking the services has not led to financial savings in terms of staffing, but maintenance, cabling and other technical work that would have previously been carried out by outside contractors, is now done more economically by the technical staff of the Media Services Unit. It has also been beneficial because heavily used equipment is better maintained or under repair for a shorter period than if it had to be sent out of the institution. Facilities can also be created or changed to meet specific College needs.

The Director of Media Services remains responsible to the College Librarian, although this relationship was questioned on occasion by the Acting Principal of the College. In 1984, as a result of the absence of the Principal on secondment, several management changes took place including the appointment of an Acting Principal and a Vice-Principal, Resources. Although the Principal took up his duties again in October 1986, it had previously been decided that the post of Vice-Principal, Resources, would continue for another year. At the same time the proposal had been made that the Director of Media Services be placed under the Vice-Principal for this one year but was not implemented as it was felt that this would unsettle the staff involved, perhaps unnecessarily.

D. THE MANAGEMENT OF THE LINKED SERVICES

As the linking of the Library and Media Services Unit resulted in an increase in the responsibilities of the Librarian, he was promoted to Head of Department, although on a slightly lower point on the salary scale and with different conditions of service to the heads of teaching departments. The Librarian is responsible directly to
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the Principal, who also has a librarianship background but no audiovisual experience. During the absence of the Principal in 1984-1986, the Librarian worked closely with the Vice-Principal in charge of Resources, who is also a librarian. The relationship between the Librarian and the Vice-Principal, Resources, has never been made clear, although the Vice-Principal's brief was to look at all the resources of the College, to co-ordinate them and get the best use out of them with the limited funds available.

The Librarian is a member of the Head of Departments Meeting, the weekly college management meeting. He is also a member of the Academic Board and its various committees.

The Librarian continues the previous incumbent's practice of delegating the responsibility for the Media Services Unit to the Director. Co-ordination between the library element and the audiovisual production element of the service is achieved by informal discussions with the Director who keeps him up to date with the work of the Unit. The Director of the Unit also attends Library staff meetings, although the technical staff of the Unit do not. All production enquiries received by the Library are passed directly to the Director of Media Services, as are all enquiries received within the unit. Teaching staff and students are not encouraged to approach technicians directly initially, as it then becomes impossible for the Director to maintain work schedules.

Annual estimates for financing the Media Services Unit are put forward by the Director to the Librarian. After discussion these are then submitted with the Library estimates in the form of a Library and Media Services estimate. Once the funding for the service as a whole is agreed and made available, funds for each element are kept separate by the Librarian. It is possible for him to move funds from one element to another, although this is rarely done. There is a move throughout the College towards more general budget headings and this is seen as the best way for dealing with the finances for the linked service.
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Once the Library became established, the library staff were considered to have parity with academic staff. The terms and conditions of service of the non-teaching academic members of staff including the librarians, are more structured than those of the teaching academic staff and are based on those of the library staff at the University College of Wales, Aberystwyth, although salary scales are different.

The present staffing structure of the linked services is as follows:

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College Librarian
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<tbody>
<tr>
<td>Deputy Librarian</td>
<td>Translator</td>
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<tr>
<td></td>
<td>Director of Media</td>
</tr>
<tr>
<td></td>
<td>Services</td>
</tr>
<tr>
<td>Tutor Librarians (2)</td>
<td>Senior Technicians (5)</td>
</tr>
<tr>
<td>Assistant</td>
<td>Technician (part time)</td>
</tr>
<tr>
<td>Librarians (3+1/2)</td>
<td>Secretary (part time)</td>
</tr>
<tr>
<td>Senior Library Assistants (2)</td>
<td></td>
</tr>
<tr>
<td>Library Assistants (4) + Secretarial (2)</td>
<td></td>
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</tbody>
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The present Librarian's professional interests have changed somewhat as the service has developed, and he has recently become much more interested in computer and word processing applications since being exposed to them. He has always been interested in audiovisuals although it has not been a major interest. It is his opinion that an interest in some aspects of information technology is helpful in developing a learning resource service, but does not feel that it is crucial. He believes that to come afresh to a new situation and challenge is often one of the best ways of developing a service.
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The Librarian has widened his experience of the various elements of the service by following up problems that have arisen. As there is a head of the audiovisual production service responsible for the day to day running of the unit, he has not made a formal attempt to discover the exact nature of the job done by each member of the Media Services Unit.

The Librarian feels that on balance it is an appropriate development that nearly all heads of learning resources are librarians. For although a librarian may not have the technical knowledge, he has the technical support he needs from the staff. Indeed, a librarian may not always understand all that goes on in his own library, but he delegates responsibility to the librarians running these specialised processes. The aim of a librarian is to provide an overall and efficient resource service and taking in other elements of learning resource provision is simply an expansion of that aim.

The librarian believes that there is a danger that a person's previous background could well influence the development of one element of the service more than another, as it can be difficult to stop past influences creating bias.

While there has been no planned movement towards developing these linked services into an amalgamated learning resource centre, the service has developed some aspects of such a resource. The Library has played a significant part in the management of the Media Services Unit during the absences of its head. The Library participates in the planning and the production of some of the audiovisual programmes produced by the Unit and publicises the Unit's productions amongst staff and students. It has recently developed a significant computer facility available to staff and students. This supplements the restricted availability of the teaching machines which are housed in the academic block. This has forged greater working links between the Library and teaching staff in that area.
E. LINKS WITH TEACHING STAFF AND STUDENTS

As one might expect from an academic staff made up almost entirely of librarians, all of them are committed College Library users. They have different approaches as some staff are more conventional in what they require from the Library, and others are more concerned about using the newer resources. But all make demands of the library service, to a greater or lesser extent.

The students are also library conscious although in the earlier years the first degree joint honours students spent more of their time in the University Library than in the College Library. This has changed in recent years and they have become heavy users of the library service. The postgraduate students virtually live in the Library, as do most of the masters and doctoral students. All students have to make use of the Library during their courses. With the increase of the more recent audiovisual materials and the consequent widening of coverage, first degree students are making increased use of the Library for both their librarianship and their university studies.

Channels of communication between Library and teaching staff have changed over the years. In earlier days the Library had a library committee, which the present Librarian considers to have been useless, as it was not a committee of the Academic Board and had no real powers. It was simply an airing point for grievances. More recently there have been attempts at representation in both directions, with the library staff being represented at teaching department meetings but less often, teaching staff being represented at Library meetings. When the College changed from a system where teaching staff were organised by departments to one where staff were committed to subject groups, (resulting in smaller more cohesive groups) library representation in the subject group meetings became more effective, although not entirely satisfactory from the Library point of view. By the time the subject group has discussed a lengthy agenda there is little time for library matters. As a result, the Librarian now plans to involve the subject groups in occasional meetings with library staff which will concentrate on increasing two-way communication.
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At present, each member of the qualified library staff maintains their links with the subject group for as long as possible. However, the library staff represent the library element of the service, not the Media Services Unit. This representation is seen as a semi-formalised method for the Library to be kept aware of developments in the teaching programmes and to be able to assess and discuss the implications for the Library and the teaching staff.

Contact with students has been formalised for several years. At the beginning of each year the Librarian asks the Student's Union to find a library representative from each group of students to meet with him about three times a year. As this is an attempt to get feedback from the student body, the Librarian notifies them well in advance of any particular items to be discussed, so that the students have time to canvas opinion before attending the meeting.

There has been no specific attempt to determine users' needs nor are the aims and objectives of the linked service recorded. Reassessment of the service is seen as a continuing process and is carried out by the Librarian and the Director of Media Services when new trends are perceived or financial pressures dictate.

No studies of the overall use of the Library or the linked service by staff and students, have been carried out. However, surveys of the use of sections of Library stock have been carried out. Users of video materials are asked to sign the back of the videocassette case when they refer to the programme so that a record of use is kept. The Library has computerised the lending process and has a statistical program which surveys Library borrowing.

The library staff are involved in developing skills for individualised learning. Library orientation and education courses are organised, as are sessions on the techniques of the
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use of library materials, facilities and equipment. The Library has recently organised an ongoing series of training sessions on the use of the Library micro-processors.

The library staff do not normally teach but are involved in training and user education and take part in the production of audiovisual training programmes. Some take part in the teaching programme as demonstrators working with teaching staff on their courses, demonstrating computer programmes, database searching, viewdata systems etc.

The Librarian believes it is important that Library and Media Services Unit staff should be involved in teaching programmes. They use the services that are being demonstrated and may know more about the practicalities than the teachers themselves. This involvement in teaching and training does not affect their conditions of service.

F. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
Changes in the content and structure of courses and in teaching methods provided the impetus to obtain a range of audiovisual materials and facilities and, more recently, microcomputers for the Library. These facilities are now seen as an integral part of the learning process. In the early days of audiovisual publication, when audiovisual materials such as film, tended to be much more expensive than books, the Library had to reassure itself that their purchase was justifiable. There was therefore interaction with the teaching staff over the purchase of suitable materials, resulting in evaluation sessions with both Library and teaching staff to decide whether to hire or purchase particular programmes. These sessions have been discontinued as the Library now rarely purchases film, and formats like video have become less expensive. The Library also tends to hire materials more frequently if this appropriate.
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The teaching approach within the College at undergraduate and postgraduate diploma levels is still a fairly traditional mixture of lectures and seminars with students being referred to the Library for further reading and increasingly, for audiovisual information. All the courses within the area of information technology - printing, audiovisual studies and computer based courses - use demonstrations and structured workshop sessions where students are exposed to software and hardware. The Library now provides suitable software and hardware for students to proceed further independently, if they wish. It is only on distance learning, masters and doctoral courses that a significant element of individualised learning takes place.

There is no central record of all teaching and learning resources acquired or held by the teaching staff of the college. The Librarian feels that it is important that such information be collected, otherwise this is a 'resource waste', and he accepts that it is the responsibility of the Library to collect this information.

The Library began to develop as a multimedia collection in 1971 when it moved into its new building. Pressure for such materials came initially from some library staff who wanted to introduce them and show their usefulness to the teaching staff. There were also one or two teachers who already used their own audiovisual materials for teaching. Thus, by a mixture of exposure to these materials in the Library, encouragement from those staff who already used them, training courses by the Media Services Unit and the development of production facilities, more and more staff turned to their use and the Library collection expanded. However, until the Media Services Unit was developed the percentage of the more recent audiovisual materials in the Library stock was small, being approximately 2%. It is estimated that well over 10% of the stock is now in the form of materials other than print on paper.
The Librarian considers the balance of formats in the Library stock to be acceptable. The stock of newer audiovisual materials has been increasing steadily in recent years, but the Library has now reached a stage where some formats, such as microfiche and film are now either less important or are being replaced by more modern materials. Collections of these formats are therefore no longer being developed. Formats such as computer programs and videocassettes attract far more use. What is considered important is that the Library should be able to recognise the users' requirements and respond accordingly.

Audiovisual materials were seen initially as a special collection, and as such it was possible to obtain additional money for them. Audiovisual materials are now seen as a normal part of the collection, but they are still identified as a separate section within the internal budget of the Library but virement is exercised by the staff as required.

Some library staff saw the value of these materials immediately, but others displayed some hesitation or an inability to fully understand the need for them. There was a tendency by some to want to stand aside from this development. However, the Library made positive moves to draw in all its staff through initial training in the use of the materials and the equipment. One of the two sub-librarians took on the responsibility for the development of the newer materials within the collection. She organised formal training sessions with library staff and the stage was reached when different members of staff were allocated responsibility for particular types of materials and equipment. Library staff were then able to offer assistance to users who experienced difficulties with hardware, but the need for this has decreased as equipment becomes simpler and more familiar to users. As more materials appear in video format the older formats consequently receive less use. Library staff were also given training in how to undertake simple repairs, until the development of the Media Services Unit which took over this work.
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There is still hesitation in using the latest media formats amongst some library staff, although this is now related to the use of computerised services where on-line expenses are involved and arise out of the fear of wasting money by carrying out the process incorrectly. None of the staff appear to be worried about using computer programs on machines based in the Library, however, and all use the recently installed computer charging system without major difficulties. It is felt that the change in attitudes amongst some of the library staff in the past to the situation today is due to greater familiarity and exposure to multimedia materials and equipment.

The response of the teaching staff was mixed but quite a number quickly took advantage of the materials as they became available, for example those who taught management readily incorporated films into their lectures. A number of commercially produced sets of overhead transparencies were purchased on a trial basis but proved to be less popular than those later produced in-house, so were discontinued.

Students accepted the newer materials without comment and have always been ahead of the staff in their acceptance. Microfilm has never been a popular medium with them however, but both audio and particularly video materials have been well used.

It is considered a desirable future development that the Library should rationalise the formats it takes by copying the information on less used formats onto the formats more attractive to users, for instance cine film and tape slide to videocassette. The Librarian believes that the funding is not available to permit this, although some of the facilities required for such a copying process already exist in the Media Services Unit.

Library staff used to be introduced to a selection of interesting new acquisitions in audiovisual formats, but this no longer happens. Both library and teaching staff receive a copy of 'Library Link', a regular list of library acquisitions. Teaching
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and library staff are circulated with details of all new items in their particular subject fields. Some teaching staff now include the newer audiovisual formats in their 'reading lists' as a matter of course. Copies of 'Library Link' are also made available to students in the Library and in recent years an ongoing display of all recent materials added to stock has been maintained in the Library for staff and students to browse through.

There is still a senior librarian with special responsibility for the newer media although this post is no longer held by the sub-librarian who developed the multimedia collection. This is still considered to be a necessary post as formats continue to be developed which require some specialist knowledge of their existence, their potential for librarianship and their effective exploitation. Processing of the more recent audiovisual materials, such as cataloguing, is part of the normal library procedures and they are not treated separately to print materials.

If users require a multimedia approach to a topic, it is now comparatively easy for them to do so. All materials, whether commercially available or in-house productions, are included in the central catalogue, although users may have to go to various parts of the Library to assemble the materials they require. Support from the Media Services Unit has enabled the Library to build up a wider range of multimedia facilities and services than the Library could have done working alone. If gaps in subject coverage are identified they are covered by the normal purchasing or interlending processes, or occasionally by turning to the Media Services Unit to produce materials to meet the need.

The Library is concerned to acquire the latest forms of publication, such as Domesday and other forthcoming laser disc publications and those on CD-ROM, when financial resources permit. A CD Rom player is currently on order as is the CD Rom version of LISA. An increasing range of computer programs for both the IBM and the Amstrad computers are being built up.
Initially the newer materials were segregated and kept together in the Children's Library, on the lower floor of the Library, but as some materials began to be published in 'book' like containers attempts were made to shelve them with the books on the same subjects. But teachers have tended to have a format approach and prefer to see formats arranged separately. Various approaches have been tried by the library staff partly looking for the most convenient approach for the user and partly looking for the easiest method of administration for the library staff. Thus they now tend to be placed in format collections, near their equipment, in the most suitable location on the main floor of the Library.

The collection by the Library of copies of teachers' av aids, handouts or recordings of lectures, tends to be rather spasmodic. At the moment it is up to individual lecturers to deposit paper copies of their overhead transparencies, and only the writer does so on a regular basis. The Library does make a determined effort to collect reading lists and handouts. Recordings of all lectures for core postgraduate programmes that take place in the College lecture theatre, are placed in the library to aid revision, but there is no policy of collecting recordings of all lectures given in the College. Before the new academic building was opened the recording of all lectures was considered important and the facilities to record lectures in individual teaching rooms were built into the academic block but were never used, mainly due to problems with the use of the equipment that had been purchased to undertake the recordings.

G. IN-HOUSE PRODUCTION FACILITIES
Prior to the setting up of the Media Services Unit the Library dealt with some requests for audiovisual production by undertaking the initial research required and then arranging with the existing technical staff to make slides from library materials, this being the only type of audiovisual production the College could undertake in those days. The Library had
photocopying facilities of some type from its inception. The Library has recently begun to undertake its own off-air video recording using one or more of the video recorders obtained for playback purposes.

Audiovisual productions have been initiated by the library. The library staff are aware of the training needs of the profession and the materials available and have been able to identify gaps. Also when the library staff have encountered gaps in available knowledge as a result of teaching staff enquiries, the Media Services Unit has produced programmes to fill the need and these have been commercially published afterwards. The Director has also developed programmes for publication that were originally made for college use. Once a programme has been initiated, the production is organised by the Director but in some cases the library staff and other academic staff may be involved in small production groups to determine content and possibly take part in the production.

Some students make audiovisual materials for assignments. The Library helps to obtain materials for such assignments and the Media Services Unit assists in the production process. There is no co-ordination between the elements of the service however, and the student moves from one to the other as necessary. The College pays for the materials if this is an approved part of their course work.

H. CO-OPERATION WITH THE MEDIA SERVICES UNIT

Copies of all programmes produced by the Media Services Unit are placed in the Library and a record is maintained.

Requests by teaching staff who wish to include audiovisual presentations in their lectures at the College and elsewhere, are not coordinated. Staff have to go to the Library to obtain the programme or materials and to the Media Services Unit to book the equipment and a projectionist if required. The Librarian feels that it would be an improvement if these requests were
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Co-ordinated so that the member of staff only has to contact one location for all the arrangements to be made.

Generally there are no limits on the movement of equipment from the Library for use in other parts of the campus, but with the recent acquisition of a number of computers, including two IBMs, some restrictions have had to be imposed. The IBMs cannot be moved without the use of 'run down' programs and it is much easier to bring the students to the machines than the machines to the students. The physical location of the Library does also inhibit the movement of heavy equipment. Most audiovisual equipment however can be used elsewhere if required.

The Media Services Unit is not responsible for the selection of equipment in the Library but it does make suggestions. The Library can still purchase its own equipment without reference to the Director of Media Services. However, the Media Services Unit maintains all Library audiovisual equipment. The response of the Media Services Unit to requests from the Library to repair equipment is not always as quick as the Librarian would like it to be, and this can affect library service adversely on occasion. The Media Services Unit is notified of breakdowns by a message sent to the Director, who determines priorities. The Librarian feels that repair of Library equipment should have priority especially when the Library only has one piece of equipment for use with a particular format.

I. WORKING AND PERSONAL RELATIONSHIPS

It is the policy of the Librarian to delegate the responsibility of the Media Services Unit to the Director. Contact between the two is informal except that the Director attends library staff meetings. Working relationships between the two are good.

The Librarian believes that it would be better if the Library and the Media Services Unit staff mixed together more than they actually do. Some of the Library staff have become more involved in audiovisual provision and production than others and come into
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contact with the Media Services Unit more often during the working day. Certain members of Library staff often take part as 'actors' in College audiovisual productions and the Library is often used as a location for programme production. The Media Services Unit technicians appear to prefer to work in the Academic Block and the lecture theatre where they feel most at home.

There is also limited movement of staff between the units. The Secretary of the Media Services Unit helped to type information into the computerised charging system and two of the library assistants type the textual materials into the computerised composition system for the Graphic Artist. During the absence of the Director of Media Services on a one year secondment, the sub-librarian responsible for developing the audiovisual collection became Acting Director and ran the Media Services Unit.

The staff of the service rarely mix. The library staff take tea breaks in the Library, separate from both the technicians and teaching staff who take tea in the academic block at the same time and where some mixing does occur. The Librarian feels that if technical staff and library staff took breaks together it would lead to better staff relationships but that the geographical separation prevents this from happening. Thus at present the staffs remain separate from each other. No attempt is made to bring them together socially.

J. LOCATION OF FACILITIES

The physical separation of the two services still exists and it is often a problem not to be able to walk between the two under cover from the rain, which is so much a part of the Aberystwyth weather. The Librarian feels that it would be desirable for the two elements of the service to be in the same building.
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CASE STUDY - THE COLLEGE OF LIBRARIANSHIP WALES MEDIA SERVICES UNIT.

A. INTRODUCTION TO THE MEDIA SERVICES UNIT

The Media Services Unit was set up in 1973 linked to the Library Service and under the control of the College Librarian. A year after the inception of the Unit, the writer described the Media Services Unit in an article in the Audiovisual Librarian. The aim of the Unit was to set up a complete range of media services for the college. Among its objectives were:

"For staff
(a) Technical advice and production facilities for major teaching programmes, in various audiovisual formats.
(b) The production of all types of audiovisual software currently required.
(c) A demonstration service for hardware and software to complement the curriculum.
(d) Familiarisation service for teaching staff to ensure competence in all forms of audiovisual presentation.
(e) Technician assistance in presentation of teaching programmes where required.
For students
(f) Organised programmes of demonstration and instruction in the use of hardware, software production and handling.
(g) Technical supervision of students undertaking projects that will be presented in a form other than the traditional written form."

The Unit was also designed to be a teaching/training centre for the various courses with an audiovisual element being developed at the college by the writer and others.

The Media Services Unit was also considered to have a responsibility to act as an advisory service for the profession of librarianship, by maintaining a collection of suitable equipment. The writer also organised two short courses that proved to be successful as a means of introducing and training librarians in the area of the more recent audiovisual materials and equipment and which ran for a number of years and a number of
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introductory 'On-site' courses for librarians and their staff. Some advisory projects were undertaken in conjunction with libraries who requested help. This aspect of the Media Services Unit continues to the present, although increasingly the work in this area is undertaken in conjunction with library services and organisations in the third world.

The aim and objectives of an audiovisual production service today have been clearly defined by the present Director of the Unit, who also lectures on the management of audiovisual production services to the Master of Education and Diploma of Educational Technology Courses. The aim of an audiovisual production service is to support the work of the institution in three main areas, teaching, library and administration.

"1. Teaching support. Equipment, Media Courses Media Production Staff etc. development"

He sees this as the most important objective of the three.

"2. Library support. Specify Specify Maintenance Copying Recording and provide standards AV materials broadcasts"

"3. College administration support. Print- Microfilm- Publications Office Conferences Translating technology Translating systems"
He describes the application of these objectives at the College in 1986:-

"THE ROLE OF THE UNIT
The role of the Unit is threefold, providing an educational technology service to the teaching staff, supporting the college's information technology courses, and library media services.

1. Educational Technology
   (a) Advice on the application of structured audiovisual techniques to the teaching programmes.
   (b) The production of all types of audiovisual materials for use by the teaching staff and the library.
   (c) A demonstration service for software and hardware to support the curriculum.
   (d) A familiarisation service for teaching staff to ensure competence in all forms of audiovisual presentation, as part of a staff development programme.
   (e) Technical assistance in presentation of teaching materials where required.
   (f) The evaluation of teaching materials.

2. Information Technology Courses Support
   (a) Organise programmes of demonstration and instruction in the use of software and hardware.
   (b) Supervision of students undertaking projects which are to be presented in audiovisual form.
   (c) To provide and maintain teaching areas for information technology. Apart from demonstration areas, practical areas are provided for specialist courses e.g. University of Wales Degree of Master of Education, and the Diploma in Educational Technology.
   (d) The production of special audiovisual materials for teaching audiovisual media, reprography, computer databases, etc.

3. Library Media Services
   (a) To advise on the selection and use of audiovisual equipment.
   (b) To maintain library equipment.
   (c) To repair and copy audiovisual software.
   (d) To design and produce library publications.
   (e) The design and production of the colleges handouts, leaflets and other publications." (8)

The Media Services Unit has never undergone any form of validation and no specific pressures have been placed on the Unit to change its approach although it has been encouraged by the Principal and by librarians outside the College to publish more of its productions. This was seen by the Principal as a move to publicise the College within the profession and to increase College income.
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B. MANAGEMENT

The first Director of the Media Services Unit, the writer, was a librarian with competence in photography and audio recording. He had no audiovisual training or experience although he attended a series of courses after his appointment as Director to increase his knowledge of audiovisual production.

Following his appointment he was expected to teach the practical aspects of educational technology on the Master and Diploma of Education courses. He then went on to organise and develop a series of short courses on audiovisual materials in libraries for senior members of the profession. At the same time, other teaching staff in the College asked him to take sessions on their courses and the situation quickly arose where he was doing almost as much teaching as most of the teaching members of staff. The Principal became increasingly unhappy with this situation as it had implications for the Director’s conditions of service and for the day to day management of the audiovisual production service.

The Principal then decided to appoint a Senior Lecturer in Media Technology to be responsible for the teaching on the Master and Diploma of Education courses and to develop audiovisual courses within the College for its own students. An interesting situation then arose for when this post was advertised, the College received applications from educational technologists (whereas it had received none for the post of Director of Media Services two years previously) and none from librarians. The Director of the Unit, having developed the major elements of the audiovisual production service, decided it would be more appropriate if he applied for the post of Senior Lecturer in Media Technology (curiously the only named lecturing post in the College). He was appointed to this post in September 1974.

The College then advertised the post of Director of Media Services and in January 1975, appointed an educational technologist with experience in broadcast television and a university audiovisual production service. A Deputy Director was appointed shortly after the second Director took up his post.
The appointment of other new staff had followed quickly after the inauguration of the Unit in 1973. The two technicians already working in the College were incorporated into the Unit, one to develop television facilities, the other to organise the other audiovisual facilities, and the appointment of a photographer and a graphic artist (both graduates in graphic arts), an offset litho printer, a part time secretary, and three part time technical assistants had quickly followed.

The staffing has been reduced over the years. The Unit lost its part time secretary, this post being taken over by one of the part time technicians. Another part time technician became full time, when one of the full time technicians moved on to another post elsewhere and the part time post was not replaced. The post of Deputy Director was comparatively short lived and when the holder took early retirement, the post was not replaced. In addition the Unit has made a practice of taking on YTS and MSC trainees in recent years and while this is time consuming the Director feels it is refreshing for the staff to have to explain their work to trainees and possibly to rethink their methods as a result.

The second Director continued the development of the unit without any major change in direction, although the reassessment of the Unit's objectives has been and is an ongoing process as the nature of teaching and the Library service changes. An even greater emphasis is now placed on supporting teaching and on the production of audiovisual materials and their publication.

The present Director's professional interests include tape slide and video production and this has resulted in a large number of productions being made in-house.

In theory, the Director has no direct access to the decision making process within the College. He has to work through the Librarian and in the last two years through the Vice-Principal, Resources, which makes the Director's access to the college
management somewhat easier. However, as the College is comparatively small and informal, access to management is a simple process. He is also a member of and attends meetings of the Technology Studies Group, the group who deal with the various aspects of information technology, because he works most closely with this group of teaching staff.

Continuing limits on public expenditure have had drastic effects on the Unit. The budget has been cut down to about one third of the original figure and because of the decreasing value of the pound, it is in fact now almost one sixth of what it used to be. However, there is no longer any need to equip the College with a wide range of equipment, and the Unit no longer has to fund the Master and Diploma of Education courses as it did originally. The Unit now has a formal budget for materials only. There is no budget for equipment and the Unit has to bid for available money for equipment along with the teaching departments and the Library.

C. PRODUCTION
The Unit can handle a wide range of audiovisual productions and its facilities include a graphic arts studio, photographic workshop and darkrooms, a print shop including offset litho printing machines and a wide range of print finishing equipment, a television studio and control room with colour capability, and a communications room with a wide range of audio recording facilities and work area for repair and maintenance. The Unit is also responsible for the upkeep of the College Lecture Theatre, the information technology suite of three teaching laboratories, and the reprographic facilities.

More effort is increasingly being put into the production of learning packages in tape, slide and video formats, and into the duplication of these packages for commercial distribution.

The audiovisual production service makes no charge for work done within the College but publishes in-house produced materials at commercial rates.
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However, provision for audiovisual production by the College is always short of what is really required. It is always necessary to tailor productions to the facilities available as there is little hope at present of improving production facilities.

When teaching staff approach the Unit to undertake an audiovisual production, the librarian responsible for audiovisual materials is consulted to see if any programmes on the subject already exist before a production is undertaken. The planning of the programme is then a combined effort between the Director and the lecturer requiring the programme. The lecturer either writes the script or contributes the specialist knowledge on which the script is based. The input from practising librarians on the library staff is considered to be valuable by the Director as they ensure that the production adheres closely to the real life situation.

The Director has also suggested to management that a member of the teaching staff be attached to the unit for a term simply to plan and write productions to meet needs in their subject area, but so far this has not been possible. One of the liaison and training staff was attached in this way and this resulted in two programmes which have since been published, and a number of scripts awaiting production.

The commercial publication of the College's programmes was initially undertaken by an external commercial audiovisual publisher, but the College found that it was still necessary to undertake much of the publicity. So it was decided to publish programmes within the College as the publicity machinery was already set up. It then became necessary to set up systems for the duplication, packaging, mailing and invoicing. This has been financially more successful although it has involved the Unit in more work. Master copies of productions are kept within the Unit and duplicated when orders are received. Only in the case of high-quantity sale items, is it necessary to use a bulk video copying service. All slides for tape slide publications are made.
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within the Unit. More than 90% of the College programme productions are now available for purchase. The programmes for sale do not normally include audiovisual aids such as overhead transparencies and slides which are made for individual lecturers.

The Unit also undertakes productions on a commercial basis for outside organisations such as library authorities, publishers and other related organisations. A charge is made for the production although this is not as high as that of a commercial producer. The demand for College assistance in this area came from outside the College, from people who had visited the college and seen the facilities. Some programmes made as a result of this type of demand have also been commercially published by the College, any profits being shared with the institution concerned.

As a result of changes in the way in which courses are taught and the greater emphasis on individualised learning, the Unit is aware that any programmes it produces are likely to be used by individuals in the Library or may be published. Thus all programmes must be accompanied by appropriate notes and other documentation for the individual user. Also the number of students making audiovisual projects during the year has increased due to the popularity of the Audiovisual Studies courses with the students. The Unit has had to make provision for more oversight of students by the technical staff and more facilities for them to use. There has also been a smaller and fluctuating increase in students using audiovisual materials in courses other than Audiovisual Studies, such as the Local History courses where students may make oral history recordings, and the Resource Management courses where students may submit audiovisual materials with or instead of a written project.

Thus student use of the Unit is accepted, though not actively encouraged, except then the student is making a project as an assignment. The Unit assists the students to learn the techniques of audiovisual production by showing in-house produced programmes
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on various production techniques, by giving demonstrations, hands-on experience and by giving full technical support. In the case of projects connected with the Audiovisual Studies courses, the Director is one of a small team of project tutors, each tutor overseeing a number of student productions. The Library helps to obtain materials for such assignments and the audiovisual production service assists in the production process.

A few teaching staff use their own or college cameras to produce slides for use in their teaching programmes, for use in the Library and for possible use in audiovisual productions. Film is provided by the college when this is done.

The service does not provide a special area in which teaching staff and students can make their own materials. Students have to be timetabled into the schedules of the Media Services Unit to use its facilities. However, materials are provided for both staff and students to make the simpler aids. Photographic darkrooms are provided in the Academic Block for students taking the Master of Education and the Diploma of Education courses. These are not normally made available to students of the College however, as they do not undertake audiovisual productions that require them to carry out photographic development processes, although some of them have requested the use of these darkrooms to pursue their own interest in photography. Professional and technical help is available to all as required.

D. LINKS WITH STAFF AND STUDENTS

New members of staff are introduced to the audiovisual production service by a conducted tour. Documentation is also provided on facilities and services and their use. The Unit produces a brochure for distribution both inside and outside the institution.

The Unit contributes to the educational development of staff by demonstrating new equipment and techniques. The Director also attempts to give help where he sees inadequately produced aids
being used by staff, but admits that this is not an easy problem to handle and has to be tackled diplomatically.

The audiovisual consciousness of the teaching staff has improved over the years and it is no longer necessary to undertake 'missionary' work to encourage them to use audiovisual materials.

A survey was undertaken in 1982 to see how the use of audiovisual materials had changed in the College. It was estimated that in 1973, when the audiovisual production service was established, that 25% of the staff used audiovisual materials in their teaching, and these consisted almost entirely of commercially published audiovisual aids and programmes, especially films, available from the College Library. By 1982, it was estimated that more than 75% of the teaching staff were using audiovisual materials, the most popular being the overhead transparency followed by the slide, and that most of these were created by the teaching staff themselves. Thus the number of staff who use audiovisual materials has increased considerably over the years.

In addition, staff were encouraged to use audiovisual materials in their teaching because, when the Academic Block was designed, a decision was taken not to include blackboards in teaching rooms but to replace these with whiteboards and overhead projectors.

The overhead transparency is still the most popular audiovisual aid in 1986, followed by the slide, with video increasingly replacing tape slide programmes and film.

The Director is the only member of the Unit who teaches. Technical staff are involved in demonstration work in conjunction with lecturers and in supervising students in the practical processes of audiovisual production. This does not affect the conditions of service of the Director or the staff. The present Director also believes that the work of a head of an audiovisual production service should involve some educational experience as
well as production experience, otherwise it is possible to become a 'pure media man out of touch with the needs of the teacher'.

Contact with students is mainly with those taking the Audiovisual Studies courses and through lecturers sending students direct to the Unit if they feel it is necessary to do so.

E. LINKING WITH THE LIBRARY
The Director feels that the linking of the Unit with the Library is not a true amalgamation. It is a vertical link and such a link often has a number of disadvantages. These take the form of problems of representation in teaching groups, in College management, on the Academic Board and its committees. He believes that any audiovisual production service should have close links with the library. In an educational institution all are working towards the education of the student. The library and the audiovisual production service both have similar aims to the teaching staff, although they have different means of achieving them. Such a link also allows the audiovisual production service to concentrate on production and teaching support while library-like tasks, which a number of audiovisual production services still carry out, are done by the library who can do them more effectively. There is a tendency in some audiovisual production services to supply an individual teacher with the only copy of a programme, apart from the master which the unit retains. The link with the Library, which makes copies of the programmes available to all, can ensure that all productions can be more fully exploited. Therefore if a teacher leaves the institution, the work done for him is not lost with him.

The effect of the link on the technical staff is negligible. They appear to see their priority in giving a service directly to the teaching staff, although they have no objection to giving a service to the Library. However, they may see the Library as just another department which possibly has a lower priority than the teaching staff. They do not see themselves as being part of a learning resources service mainly because of the geographical
split on the campus. Technicians and librarians suffer from a lack of understanding of each others roles.

Co-ordination of the audiovisual production service and the Library is achieved by the Director attending library management team meetings and senior library staff meetings so that he is aware of what is going on in the Library and can inform them of the work of the Unit. Liaison on new projects can be undertaken at this level. Information is then passed on to the technical staff at Media Service staff meetings, or on an informal basis. An annual report on the work of the Unit is passed to the Librarian for inclusion in the annual report of the linked service.

The Director checks once or twice a year that the Library has received all the Unit's recent productions. Individual slides and overhead transparencies are not included in this deposit system and the Director feels that they should be. He would like the Library to organise a procedure to handle these materials in the same way that it can deal with complete programmes. Thus there appears to be a gap in the system.

The Director believes that there are weak links in the way the programmes are exploited in the Library, once deposited there. Students are not made aware of the availability of these programmes as effectively as they should be and the teaching staff do not always tell students that the programme will be available in the Library for them to use. Staff seem to be increasingly aware that in-house productions are placed in the Library and often check with the Unit that the programme has been deposited, but the problem of the users' awareness of the existence of the programme within the Library still remains. The Library still tends to be casual about making audiovisual facilities visible in the Library and tends to be somewhat traditional in its approach to the newer media.
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While the Unit is sometimes asked to recommend equipment, the Library still tends to purchase equipment without consultation. The Unit assists in the technical aspects of setting up playback facilities in the Library but not in their design. The Unit has a much greater responsibility for the recommending, purchase and setting up of audiovisual equipment for the rest of the College.

Responsibility for the presentation of audiovisual programmes in the rest of the institution rests with the Unit, although teaching staff have to obtain the programmes from the Library themselves. The same situation applies if they want to borrow equipment and materials for use outside the institution. The Library has a small collection of simple equipment that it lends to students wishing to use audiocassettes and slides outside the Library.

The Unit is also responsible for the maintenance of all audiovisual equipment in the institution and has an audiovisual technician and an electronics technician to carry out repairs. The maintenance of Library equipment is carried out on a regular basis by the audiovisual production service and if equipment goes wrong the library gets a 'fair degree of priority', although teaching equipment in the classroom would be dealt with first.

The Media Services Unit undertakes production work for the Library on a regular basis. This includes the copying of materials, graphics work, the duplication of library publicity materials such as 'Library Link' and a translation bulletin, and the occasional production of user education programmes. The Library still undertakes its own off-air video recording and makes some of its own guiding and posters. The Director is perfectly happy with the Library doing this work in the same way that he is happy with teaching staff making their own audiovisual materials provided that the facility is there and it is easy to use. 'Why use a technician when the facility is simple enough for anyone to use?'
APPENDIX 5. THE COLLEGE OF LIBRARIANSHIP WALES

In addition to the collection of master copies of productions, the Unit has a collection of stock slides, some overhead transparencies, sound effects and 'non-copyright' records and tapes used for production and teaching purposes. It also has short sequences of video materials that are used by particular teachers on a regular basis.

F. LOCATION OF FACILITIES
The audiovisual production service is now located entirely in the Academic Block with the teaching facilities, but separated from the Library. The Director feels happier to be situated nearer the teaching facilities than the Library as this is where the main part of the service's work lies. However, on a large campus he would prefer to be with the Library as this is usually central to the various teaching departments and is where the audiovisual production service should be located.

G. WORKING AND PERSONAL RELATIONSHIPS
The working relationship between the Director and the Librarian is friendly. The Librarian does what is necessary to support the Director and does not involve himself in the educational aspects of the work of the Unit. However, he remains yet another person to be persuaded before the needs of the Unit reach College management.

Relationships between the technicians and the library staff are reasonable. The technical staff do not always fully understand why the Library is asking for a particular task to be carried out or why it should be done urgently, but this is natural as they are not sited close to the library staff. Contact between staff is limited to working matters, although there is the beginning of the blurring of roles in some cases. There is no social mixing and it would be difficult to know who the technicians would mix with in the Library as there tends to be a natural split within the library staff themselves into professional and non professional. However, the Director sees it as important that staff should mix as it makes the work much easier and also a
great deal of communication is done informally. The quality of personal relationships is important to the effective running of the Unit. At present the prospects of merging the two services more closely are limited and thus no further blurring of roles is likely to happen. The Director feels it is relevant to ask whether the technical staff should have good liaison and mixing with teaching staff or with the library staff. As so much of the service's work is connected with teaching support the Director feels that, in this case, the teaching staff should have priority.

H. ATTITUDES
The Director feels that the linking of the two services has been successful. He believes that such a linking is more likely to be successful in a small rather than a large institution. In a large institution the audiovisual production service could well be more remote from the teaching staff if seen as part of the library service.

Staff and students of the institution have benefited from an improved service as the Library has good communication links with the audiovisual production service. In-house productions appear on the library shelves and teaching staff can refer students to their own product. The Director feels that this should apply right through the range of productions from handouts to video programmes, although at present it is limited to complete programmes only.

The attitude of top management to the Unit tends to be somewhat ambivalent. Sometimes the Director feels that the Unit is seen as a luxury when it comes to matters of expenditure, as this is one of the most expensive units in the College in terms of staffing. Sometimes it would appear that management believes that the unit is necessary and recognises the work it does in supporting the teaching generally and certain courses in particular.
The future of an audiovisual production service as an independent unit within an institution at a time of developing information technologies is seen as limited if it does not keep pace with the attitudes and needs of the teachers. At this College there is increasing pressure on the teaching staff to become trainers as well as teachers. This is particularly evident in teaching the various areas of information technology, where students need to be able to 'do' as well as 'know'. The audiovisual production service will have to develop to take account of this and produce more materials to be used by students on an individual basis in the Library. Already the Media Services Unit is heavily involved in the technical aspects of computer developments and the maintenance of systems.

The Director would recommend the linking or amalgamation of audiovisual production services with other resource units, to colleagues in other institutions as he feels that it ensures the proper co-ordination of learning resources. He has a 'gut feeling' that institutions are wasting resources because of a lack of co-ordination. Also he believes that there are far too many small units in institutions engaged on production, which are expensive to set up and run properly. Video production facilities in many institutions are not used to full capacity. He believes there could be more co-ordination by setting up a smaller number of regional production centres for video production that could be fully equipped and fully staffed. There should also be more co-ordination over what is being produced, as there is considerable duplication, or worse, the production of unnecessary materials. Within some large institutions the beginnings of some form of co-ordination is taking place whereby some teaching departments may have a technician or two who can tackle a range of audiovisual production work up to simple video production but who will turn to the central audiovisual production service for major video productions. However much more rationalisation needs to take place.
APPENDIX 5. THE COLLEGE OF LIBRARIANSHIP WALES

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APPENDIX 6

CASE STUDY – THE LIBRARY AND LEARNING RESOURCES SERVICE,
LIVERPOOL INSTITUTE OF HIGHER EDUCATION
APPENDIX 6. LIVERPOOL INSTITUTE OF HIGHER EDUCATION

CASE STUDY - LIVERPOOL INSTITUTE OF HIGHER EDUCATION, LIBRARY AND LEARNING RESOURCES SERVICE.

A. INTRODUCTION
The Liverpool Institute of Higher Education is a federation of two Colleges, one Church of England and the other Roman Catholic. It offers a range of courses which lead to formal qualifications awarded and validated by the University of Liverpool, with whom the Institute is affiliated. The courses offered include Bachelor of Education, Bachelor of Arts General and Honours degree courses and the Diploma of the College of Occupational Therapists.

The two Colleges which make up the Institute face each other across an intersecting road. The Colleges retain most of their facilities including their chapels and their libraries, which both date back to the mid-nineteenth century. However, for academic purposes, the Institute is so organised that there is effectively one staff and student body on a single campus, although, with few exceptions, the staff and students tend to be 'identified' with one or other of the colleges. Only a few staff, including the Rector, the Registrar and the Administrative Officer of the Institute and, recently, the Director of Learning Resources are appointed to posts within the Institute as opposed to one of the Colleges. The Institute has over 130 staff and 1640 students involved in either part time or full time courses. Student numbers are still increasing, particularly since the inception of the Occupational Therapy courses.

Limits on public expenditure have recently begun to have an effect on the Institute. Pressures are thought to be illusory rather than real but some planned projects have not been achieved, one of them being the Library and Learning Resources Service automation scheme.

Teaching staff of the institution are made up of a mixture of ex-practitioners who have worked in the school situation,
APPENDIX 6. LIVERPOOL INSTITUTE OF HIGHER EDUCATION

occupational therapists who have turned to teaching, and academics. Students mainly come straight from school.

Upon the foundation of the Institute in 1980, one of the two constituent college Librarians was appointed Institute Librarian, the other being close to retirement. Her task was to integrate the libraries of the two colleges and their staffs so that staff could move freely between both libraries. Politically this development was important to the Institute, for it opened the way for some academic staff who have traditionally been part of one college to begin to work in the other. Despite the library staff's example however, it was not until 1986 that academic teaching staff began to interchange.

B. LINKING OF THE SERVICES

When the Institute Librarian was approaching retirement, the Rector took the opportunity to question the role of the existing library service within the Institute. He concluded that the range of services offered and the level of service could be improved. As the result of discussions with fellow College Principals, he decided to investigate the learning resource centre concept, and this led to discussion with Dr. Norman Beswick, then Librarian of the London University Institute of Education. He gave the Rector a copy of the writer's article in the Audiovisual Librarian (1). Subsequently he approached the HMI's Education Department and others for further advice. As a result, he drew up a broad job description and advertised for a Head of Learning Resources to develop such a service within the Institute. The job description stated:

"The Institute policy for the management and development of learning resources is still in a formative state, and the Director will be expected to advise the Rector and the Academic Board on the development of such a policy. He/she will be a member of the Academic Board ex-officio. It is proposed to set up a Learning Resources Committee, of which the Director will be Chairman. A number of important developments are planned, or are under active..."
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consideration, including a Primary Teachers Professional Centre, within which the place of resource based teaching and learning is considered vital. It is hoped that the new Director will participate actively in these considerations. Within the Library, the extension of computerisation and the organisation of a user education programme are major priorities. The person appointed will thus need to have the qualifications, experience and personal qualities to develop and manage the existing provisions and to provide leadership in the Institute's educational programme, directed to fully exploiting the educational potential of both traditional resources and new technology. ...

"(1)

The Director of Learning Resources was appointed at the beginning of 1986 and took up his post in April of that year.

The first stage of the Director's development plan was to improve the effectiveness of each arm of the service. In the library he immediately set up an induction programme for all students which commenced at the beginning of the academic year, 1986/7, there having been no form of user education previously. This involved an introduction to the Library and the Resources Centre and the Director took sessions with fourth year B.Ed. students in literature searching. At the same time it was necessary to rationalise the site libraries which involved a move of some 20,000 books during the summer vacation. He also introduced a subject specialisation scheme amongst his professional library staff, plus a number of major changes in cataloguing procedures, reducing significantly the work in this area. This has meant a considerable upheaval and change for the library staff but has widened the range of their interests and has gained their support.

The staff of the other two units were concerned about the effects of the change in management. The previous Librarian had restricted her involvement in the Resource Centre to the estimation (without consultation) of the financial budget for the Centre, leaving the running of the Centre to the technician in charge. The Director's approach was different as he involved himself, from the start, in the Centre's problems. The Resources staff were under heavy pressure from students, so he gave them
additional help from a member of the library staff. The staff felt that the Centre was becoming more of an audiovisual library than a workshop. After discussing the situation with them, the Director decided not to make an immediate major change, but at a later stage to integrate the multimedia materials gradually into the libraries, thus allowing the workshop element to develop.

Other problems, including those related to students not returning materials and equipment borrowed from the Centre, have been considerably eased by the Director. As a Head of Department, he was able to talk directly to the Heads of Department of the students concerned, to encourage them to apply the appropriate pressures. An induction programme was developed for the Resources Centre and run by the Director, as the staff of the Centre did not want to take on this extra work. When it came to the preparation of estimates he involved the staff which showed that he was concerned to achieve the correct level of funding for their special needs. The Director has also taken a good deal of pressure off the staff of the Centre, who, without interested academic management, were in a vulnerable position.

A similar approach was taken with Audiovisual Services, in which two technicians operate a production and equipment supply service in one College and one technician operates an equipment supply service in the other College. Again there has been a positive reaction from the staff. The senior technician often needs someone in authority to stand between him and the person requiring a production, particularly in the early stages of discussion, as sometimes the requests made may be unrealistic or not properly thought through. The technician who operates an audiovisual equipment service in isolation in the other College has now been given a telephone answering machine so that he can institute a proper booking system. In the past teaching staff were often antagonised by the difficulty of locating the technician when he was working outside his room, and this often led to problems over equipment availability. Relationships have improved considerably between the technician and his major user,
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the Department of Professional Studies in Education, due to the Director's explanation of the problems he faces in working alone. The audiovisual technical staff have benefitted from the ability to refer areas of conflict with teaching staff to a Head of Department and this has eased the pressure on them considerably.

No decision had been made about about the position of the lecturer who used to be in charge of Audiovisual Services prior to the appointment of the Director. He is a member of the Department of Professional Studies in Education and makes heavy use of the technicians in support of his teaching programme. As a full time teacher he was not able to give as much managerial support to the audiovisual production service as he would have wished or as it needed. The incorporation of Audiovisual Services into Library and Learning Resources created a particularly awkward situation as the Lecturer who was in charge is a full member of the academic teaching staff and responsible to his Head of Department, and not a member of Learning Resources or any other service department.

The Director had to make a number of changes in the running of the service which led to the Lecturer reluctantly moving out of Audiovisual Services and returning to full time teaching. The Director suspects he was in some ways glad to be relieved of the responsibility of running the service as he was under pressure from his own Head of Department to carry a full teaching load. However, although the appointment of the Director of Learning Resources directly affected his position as Head of Audiovisual Services, there have been few problems between them. Discussions on the need for co-operation over the running of in-service courses for the teaching staff have already taken place and relationships between them remain amicable.

There has already been some response from teaching staff to the changes that are taking place. As the name has changed to 'Library and Learning Resources' and as the services are being managed by a single Head of Department, there is a growing
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recognition by staff that while the services are still separate, they are all resources. Staff now come to the Director to discuss problems of resources and he is able to draw their attention to the various aspects of the resources services that will assist them.

Students are now more aware of the services offered by Library and Learning Resources because of the various induction programmes. They have already commented to the Director at social events that the library service has improved noticeably.

The Director spends about two thirds of his working time on library matters and one third on the rest. He had anticipated that within a few years that this would be the case, but did not expect it to happen so quickly. When the opportunity comes to integrate the services he sees his time being shared equally between the arms of the service, indeed it will be impossible to make such an analysis.

There have been several advantages in developing into a linked service first, before creating an integrated service. It has allowed the Director of Learning Resources to become familiar with each of the services and to assess their strengths and weaknesses. It has allowed the staff of the three services time to adjust to the changes in the status of their services and to the concept of increasing integration. It has also enabled the Director to contrast the three services and highlight relative deficiencies.

The name chosen for the linked service was 'Library and Learning Resources'. At this stage the Director is happy with this name, but recognises the possibility of a further change to 'Learning Resources' when integration is under way. Politically, the change of name is valuable because of entrenched academic attitudes where the name 'library' will always be associated with university libraries in a traditional environment. Another good reason for changing is that using the name 'learning resources'
seems to attract more money to the service than would the name 'library'. Also the use of the title 'Director' is politically more acceptable than 'Librarian' at the moment.

C. MANAGEMENT

The largest of the three elements of Library and Learning Resources is the integrated and print based library service serving both colleges. The library service has four qualified librarians in addition to the Director, five and a half assistants and a secretary. The second is the Audiovisual Service, staffed by a senior and two junior technicians and with accommodation and facilities in both colleges. The third is the Resource Centre situated in one of the Colleges and staffed by a technician and two part time clerical assistants.

The Director of Learning Resources manages all three services but the linking has mainly an administrative advantage, as at present he runs each service separately.

The Institute is an unusual example of a linked service, for the library is still print based, and has not yet developed a multimedia collection. The reason for this is that, in common with many teacher training colleges and institutions formed from them, a Resources Centre has also been developed within the institution which was, and in some cases still is, separate from the library. Like many others, this Resources Centre built up audiovisual (including print) production facilities for students taking teacher training and developed a collection of multimedia materials for study and teaching practice purposes.

There are also some small departmental resource centres in academic departments, such as the Reading Centre, the Religious Education Resource Centre and the Occupational Therapy Resource Centre. However, these are not part of Library and Learning Resources at present.
The Director of Learning Resources, now reaching the end of his first year of appointment within the Institute, sees the linking of the various arms of the service as a foundation stage before instituting a development plan. Thus the aims and objectives of the service have not yet been fully defined. A three year plan on the future development of the service is being prepared for the Library and Learning Resources Committee. Integration of the three elements of the service at various levels will be one of its objectives. In addition, the Director has already identified a number of administrative solutions to problems that need to be implemented.

The Director has no doubts that integration is the correct course for future development. Additionally, he feels that it would be best for the institution to include the control of computing and reprographics within Library and Learning Resources, enabling him to run them all as an integrated service. Although it is too soon to instigate this latter development, it is his ultimate aim. It would be beneficial for educational, production and performance reasons as the various elements do not work efficiently as separate units, but would be improved if inter-related.

The Director believes that he is a good manager and facilitator. His professional interests lie in teacher education and related activities to librarianship such as resource provision and the integration of such services. He wants to change people's perception of the role of the librarian or the person in charge of resources, hence his interest in this post when it was advertised.

His previous experience was in public libraries for the majority of his career, and then in polytechnic libraries. In his previous post he was responsible for a library service in what had been a teacher training college now amalgamated with a polytechnic. However, he believes that a reliance on previous experience could be dangerous. To produce a solution to a particular problem based on the past, may not be entirely appropriate to the present situation.
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As the level of staffing within the Library element of the service is small, the Director has to remain involved with the day to day work of the Library service and has responsibility, as do all his professional staff, for a number of major subject areas. He does delegate as much as possible of the routine work to his professionals. This is in direct contrast to his predecessor who, as she told the writer, felt that her main responsibility was working at her desk cataloguing the bookstock. His work now has three strands - management, development and politics. He feels that it is important that he should exercise his management skills in a resource context, exploiting a broad range of materials, not just print.

He is being extremely careful to ensure that his background as a librarian does not place the Library at an advantage over the other services. For example, estimates recently compiled for the service ask for considerable growth in funding in both Audiovisual Services and the Resources Centre, while the Library simply keeps pace with inflation. As the three elements of the service are currently separately estimated for and funded, it is necessary to raise the funding for these two former elements to the correct level, before combining the funds into one for the whole service. This he hopes to achieve at a later stage as this would increase the possibility of virement. If a single estimate for the service were submitted now, the funding for the Library could suffer.

The main reason he did not develop an integrated service immediately was that both the academic and his own staff and the students would not have been able to cope with it. It is the Director's hope that users will become used to gradual change within the service, however.

The Director would like to see the development of the service revolve around the students and their present and future needs, as they are the product of the Institute. When they move on to their chosen professions he hopes that they will be able to think
naturally in terms of 'multimedia', rather than of print, and that they will be used to using software and hardware of a wide variety and nature. To reach that stage through the present structure of the services in the Institute would be difficult. The Director accepts that he and his service are going to have to become much more closely involved with the academic community to achieve his aims.

Day to day co-ordination of the three elements is carried out by the Director. In addition, he is already preparing the staff to think in terms of the future integration of the three services. This is being done by encouraging greater mutual co-operation than existed before the services were linked, especially between the technical staff of the Resources Centre and Audiovisual Services. However, there is a slight problem in that the technicians in the Audiovisual Service are trained audiovisual technicians, while the technician in charge of the Resources Centre is not, the term 'technician' being chosen as the most suitable to describe the post. The Director feels that this post is more akin to that of a professional librarian than an audiovisual technician. In addition, some movement of staff between the Library and the Resources Centre is taking place. Resources Centre staff are now assisting in the Library on occasion and shortly some of the library staff will carry out periods of work in the Resources Centre, manning the desk and gaining knowledge of the service.

Politically it is still necessary to maintain the two libraries and two audiovisual services, one of each on the two sites. The single Resources Centre is accepted as this is situated on the site where the teacher training students are taught, although it is open to all students of the Institute.

The Director does not have regular senior staff meetings of all arms of the service as yet, although irregular meetings have already taken place which brought all the senior staff together.
Regular monthly meetings of Library and Resource Centre staff began at the beginning of 1987 and it was intended that the Senior Audiovisual Technician would join this meeting in mid-1987. However, by June 1987, the Senior Technician was still reluctant to join the management team, although the Director is confident he will do so in the near future. This is perhaps not surprising as until recently the audiovisual technical staff did not have or believe in the value of meetings at all, but the Director has now convinced them of their value, but so far only within their own area. These are now held once a term. To bring them into a more general meeting would not yet be appropriate as they would probably not contribute, unless there was a good reason for their attendance. Of the three units, the Audiovisual Service is by far the most traditional in approach because of the way it has been run in the past. It is expected that it will take some time to show them the value of a change of approach and integration into a larger service.

Although still in his 'honeymoon period' within the Institute, the Director is able to influence the decision-making process within the Institute in a number of ways. When he was first appointed, the chain of command was not clear and he reported to the Rector. However, since this time the Principals of the two Colleges have been given Institute-wide responsibilities and one of them is now Pro-Rector responsible for Resources, and the Director now reports to him. Having the status of Head of Department is also crucial, as the Institute is departmentally orientated and Heads of Department have considerable power and authority. On being appointed the Director was asked to form and be Chairman of the Library and Learning Resources Committee, bringing together the existing service's committees. While being Chairman currently has many advantages, he thinks that the Pro-Rector Resources may take over the Chairmanship. However, by June 1987 this had not happened, and as the Pro-Rector is leaving for another post, he is likely to remain as Chairman for the foreseeable future. The Director is a member of the Academic Board ex-officio, and a member of the Computer User Group.
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D. LINKS WITH TEACHING STAFF AND STUDENTS

In parallel with the development of an integrated service there has to be a development of academic staff awareness and involvement. In the Institute this is still at a low level but the service is publicised by the Director himself in both senior common rooms at every opportunity, through publications, and the minutes of the Library and Learning Resources Committee which are circulated to all departments. All new students now have an induction programme and established students have instruction on literature searching.

Each department elects a representative to sit on the Library and Learning Resources Committee and to act as a channel of communication. The minutes of the Library and Learning Resources Committee now go forward to the Academic Board. Previous to the appointment of the Director two committees existed, one for the Library and one for audiovisuals, but they had little power. Neither was the Institute Librarian Chairperson of her Committee.

The Director has made a deliberate effort to talk to all his staff about their work and how they view the role of their arm of the service. He has also asked the teaching staff about their attitudes to the services, then returned to his staff for more information. He has then returned to talk to the teachers and so on until he has felt that he really knows what is happening, rather than obtaining a one sided view. He now has to assess what the perceived and actual needs of the teaching staff are and indeed to take the lead in some areas by making them aware of the range of services available to them. He finds that this is easier to carry out in the Audiovisual Services area as teaching staff now tend to come directly to him with problems and he is able to take the opportunity to make them aware of services and facilities to meet their requirements. In one case already this has lead to a teacher realising that there are wider possibilities to the work he wished to do. This in turn has led
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to the teacher producing a series of documentaries which are being made by Audiovisual Services and published by an external commercial publisher.

The library consciousness of the teaching staff is well developed, although their image of the library may well differ from that which the Director of Learning Resources would wish to develop, and may be far more traditional and narrow.

Professional library staff now have subject responsibilities. As far as possible subject specialisation has been tied up with the interests of the professional staff. Because there are more departments than there are professional library staff, they are responsible for up to three departments each which is not a perfect solution. Professional staff usually work with the Library Representative, but they are not confined to this approach. Some departments have welcomed these new links strongly. Although the scheme is still in its infancy a number of positive results have developed, including the examination of particular areas of the bookstock, the movement of less used materials into stack and the production of some booklists. Library staff do not yet attend Departmental Meetings, with the exception of the Director who attends when matters of concern to the Service are being discussed. He hopes to develop this link with departments in the near future, when teaching staff are more receptive, and when the library staff feel more confident about their roles and the range of activities the Service can undertake.

At present the Service is not involved in curriculum development or the educational development of staff. It is hoped that the Service will become involved in educational development as there is much to be done, no work of this type having been carried out in the past. The Director is being pressed to assume responsibility for this and intends to set up a series of workshops, supported by his technicians, which will have
immediate relevance to the staff of the Institute. It is anticipated that they may also be of value to teachers in schools in the area.

The Director has not yet had time to carry out a survey of users needs and preferences, but the Institute carries out structured evaluation of some of its activities, such as teaching practice, where there are inquests on the programme to assess its effectiveness. The Director attends these sessions and gets considerable feedback from them concerning learning resources.

Some of the students are not accustomed to using libraries, particularly the occupational therapy students, many of whom do not come from a strong academic background. They need good training in library use and to be made aware that there is other material on their subject apart from the one recommended text.

Issues of library materials have increased by as much as 35% since the Director developed the user induction programmes. It is presumed that there is a link between these activities as there appear to be no other major reasons that could have caused this increase.
E. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

Teaching is still generally carried out using traditional techniques, although lecturers increasingly use audiovisual aids in their presentation. The only areas where any move towards individualised learning has been noticed is in the area of in-service teacher training, where teachers come in from schools for up-dating. A proportion of their course now includes structured work in the library.

As a result of pressure for the more recent audiovisual materials from teaching departments, the acquisition of multimedia materials began in the Notre Dame Teacher Training College in the late 1960's. The more recent forms of audiovisual materials were not seen as part of the library service, however. Thus a pattern developed in which these materials were housed in and dealt with by the staff of the Resources Centre. When this College became part of the Institute, the library and the resources centre were rehoused in the Institute and remained physically separate. Since 1980 they came under the control of the Institute Librarian, who maintained their separation.

Until recently, the more recent audiovisual materials in the Resources Centre were only acquired on the recommendation of teaching staff, unlike books in the libraries which could be selected by library staff. The Director now gives the Resource Centre staff a decision making element in the purchase of the more recent audiovisual materials.

By the nature of his job, discussions on which resources should be purchased must include print and the more recent audiovisual materials, and this will lead to a more balanced range of materials for teaching and learning. There is increasing pressure from teaching staff for the more recent formats but they still see their location as being in the Resources Centre. Thus for the present, the more recent formats will continue to be placed in different areas of the service. However, it is hoped that in 1988 the more recent forms of audiovisual materials will be
transferred from the Resources Centre and integrated into the libraries. In the interim, the necessary audiovisual equipment will be acquired. Computer software will also be made available in the libraries at that time. The problem the Director anticipates when the various materials become integrated in the libraries will be controlling the flood of demand from staff and students for the newer formats.

Teaching Departments also purchase audiovisual materials for their own teaching purposes from departmental funds. The Rector is concerned about the build up of departmental collections in this way without any central control and has encouraged the Director to try to take some action over this. Some individual teaching departments have quite substantial resource collections, although these are not staffed by librarians. For example, the Divinity Department has a small resource centre, but they are now co-operating with Library and Learning Resources and seeking advice over its running. The Director proposes to try to recruit an MSC team, led by a professional librarian, to help departments to organise their collections, as well as to deal with some collections within the Institute that have already been passed on to Library and Learning Resources to administer, such as the Language Centre. The MSC team would catalogue the materials to the same level as in the Library and produce small departmental catalogues of their own materials as well as including them in the main library catalogue when this is automated shortly. This will enable the collections to be exploited more effectively and hopefully encourage more teaching departments to amalgamate their collections into the library in the future. Since his appointment the Director has been asked by two departments to look at their proposals for setting up their own small resources collections and the likelihood is that, if they go ahead with their plans, the Director will be involved in their management.

There is no doubt in the Director's mind that the more recent audiovisual materials have a role in libraries. Such problems as there are relate to their exploitation, and there is resistance
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amongst teaching staff to the operation of the equipment and to accepting that information can be conveyed in a two or three dimensional form. There is also a terrible conflict between the majority of lecturers who have been brought up on purely a print base and the students who have been brought up in a multimedia age.

Formats taken within the Resource Centre cover virtually all formats useful in teaching practice. Decisions have been taken about types of format in that the Library and Learning Resources have standardised on VHS videocassettes and BBC computer programs.

Library staff have not yet been exposed to the more recent audiovisual formats as library materials. The Director feels that staff resistance to change is generated usually because new developments have been badly introduced. A classic example was the introduction of microforms into libraries. Library staff have adopted computerisation without major problems and he does not anticipate any problems over the integration of the more recent forms of audiovisual materials into the library stock.

Teaching staff generally have responded to audiovisual teaching materials well, but the Director feels that they often fall into the same practice that that they accuse students of adopting, that is they become committed to one favourite format. Some use only overhead transparencies, some only computers but only a few use mixed media. However, black and white boards still remain top of the list of preferred aids with overhead transparencies coming second. There is little use of slides or tape slide programmes.

Some audiovisual equipment is still purchased by departments and located within their teaching areas. Although this is a politically sensitive area to deal with, the Director hopes to be able to work towards centralised control of audiovisual equipment by the Service. In the medium term he is attempting to identify audiovisual equipment in departments and to encourage departments
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to recognise Audiovisual Services as a 'fair dealer'. If equipment is needed elsewhere it then can be borrowed by Audiovisual Services and lent to the user. In the long term, he hopes that future acquisitions will be channeled through Library and Learning Resources. However the Service has already compiled an inventory of computer equipment in the Institute, a task that they did not think they were going to be able to carry out easily. This was done through the Director being a member of the Computer User Group.

At present the use of the more recent audiovisual materials in the Resource Centre is mainly by student teachers, and less by students on the other courses. The Resource Centre is trying to promote the idea that the Resource Centre is for all students. The most popular format with students in this Institute appears to be the Banda machine!

The more recent audiovisual materials in the Resources Centre are not included in the Library Catalogue, but are in a catalogue of their own. It is hoped to remedy this when the Library changes to a computerised cataloguing system. Then it is hoped that the library staff will be able to begin to produce a series of bibliographies and other lists on various subjects in which the more recent audiovisual materials will be included. There is little inclusion of the more recent audiovisual materials on reading lists prepared by teaching staff and so far few lists have been deposited in the library.

The Domesday Project is already being considered for purchase. A CD player and software is also being considered for purchase so that students and staff can be exposed to this technology. Finance is the only restriction, not the format of the information.

Copies of all suitable materials produced by Audiovisual Services for staff are now being placed in the Resources Centre for use by staff and students. It is up to the member of staff who
requires the programmes to decide whether it will be made generally available in this way. Copies of the other aids used by teachers are not made available as yet.

F. IN-HOUSE PRODUCTION FACILITIES
The views of the Director on the role of Library and Learning Resources in the production of audiovisual materials are very positive and the only limits he sees are those imposed by the availability of resources of all kinds and that preference should be given to teaching staff before students.

As yet the Library and Learning Resources has not initiated the production of any audiovisual programmes, but does provide a range of production facilities for teaching departments to use. One problem the Director faces at the moment is that there is no academic producer in Audiovisual Services. There are three major areas of work in Audiovisual Services of concern. The first two, the management of the maintenance of equipment and the development of the service coupled with the development of an awareness of the service, are already being tackled by the Director. The remaining area is that of academic input into the work of Audiovisual Services. The Director is already being asked to undertake such work but because of the time consuming nature of such work and because of the need to manage the whole service effectively, he is simply not able to undertake the planning and production of audiovisual programmes or the educational development of staff and teachers in the area at present, although he does not rule out the possibility that he may do so in future. There are other alternatives open to him, either to make use of the expertise of other colleagues in the institution or to attempt to employ someone specifically for this type of work within Library and Learning Resources.

Teaching staff already make use of library materials in the production of audiovisual aids, particularly for overhead transparencies. Some teachers can produce their own slides and
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one of the technicians can use a camera to make slides as well, although the photographic side of Audiovisual Services is not yet well developed.

Prior to the Library becoming part of Library and Learning Resources, it was only able to offer a photocopying service, with a spiral binding service in the Resources Centre. Nor was it able to help teaching staff or students in the production of audiovisual aids and programmes and, as a result, few approaches were made to the Library for this type of assistance. In some cases teaching staff had to make use of both Library and Audiovisual Services facilities to have aids produced. Students, in many cases, would have had to use the Library and the Resource Centre.

Now, teaching staff use two distinct approaches. One is still to approach the technicians directly with a particular idea in mind and from there it is done as requested or is modified by discussion between the member of staff and the technician. However, increasingly the technicians discuss many of the requests they receive with the Director and this may lead to modifications. Increasingly a second approach is being used where teaching staff contact the Director for assistance. This usually results in a discussion about the resource required and may deal with technical questions or with the correct content and format required. The Director then links the member of staff with the appropriate technician. In addition, if the Director hears about a need for materials, he contacts and advises the member of staff concerned and then links them to the appropriate technician.

A search to ensure that there are not already suitable materials commercially available, or a subject search is carried out by the Library staff whenever possible when a request is made to the Director for audiovisual materials. He is not in favour of the unnecessary duplication of materials. Such searches would not have taken place before the linked services were established.
The planning and production of audiovisual programmes is carried out by the teacher and the technician working together. The technicians are extremely practised in video production at the level that most of the teaching staff require and are good at interpreting directorial instructions from teaching staff into a pragmatic form. Previous to the development of the linked service, the Lecturer in charge of the Unit would have been involved in some programme production for staff.

There is the beginnings of a movement towards the production of audiovisual materials that are suitable for commercial publication or for other agencies. The criterion for undertaking such work is that it will be mutually beneficial to the Institute and the agency. For example, a number of teaching departments liaise with HMI's over the production of materials for specific purposes or for a particular local authority and there have been a number of approaches asking that such materials should be published on a national basis. The Library and Learning Resources service is involved in the preliminary work and in the production of the original programme, and in some aspects of commercial publication, such as graphic design.

Students, mainly in the Department of Professional Studies in Education and those on Occupational Therapy Courses, also prepare audiovisual materials. They are taught the production skills within the teaching department, project areas are identified, possible solutions described and the students then proceed to make the materials. There is a workshop in the Education Department which is under-utilised and most of the students either make their materials at home or in the Resources Centre, which has now built up a wide range of equipment, resources and also materials that are sold to the students. Advice is given to the students by the staff of the Resources Centre.

G. OTHER CENTRAL SERVICES
Computing within the Institute is not controlled by a central service but is dealt with in various ways. Administration have their own computing facilities, individual departments have
computers for their own purposes, and there is a Department of Computer Studies, with technician support. In practice, this department has been involved in and absorbed many aspects of computing within the Institute, for example part of the Library computer system was dealt with by this department.

There are two Reprographics Units, one for each college and each responsible to the College Bursars. These undertake general photo copying and printing. There is no Graphics facility in the Institute.

The Director is already aware of some overlap of activities between the various 'services' within the Institute. It would make sense to include the Reprographics services in Library and Learning Resources as at present they are decentralised and this has lead to less effective management than could be achieved. In terms of computing, there is already a conflict between the demands of the academic department and the service departments and it would be better to separate the two. The exploitation of computing within the Institute could be more efficiently carried out, as is audiovisual production, by technicians who already exist within the Institute and with a co-ordinating role by the Director of Learning Resources. As with Audiovisual Services, it may be necessary to bring an academic member of staff into Library and Learning Resources to look after computing. While the Director feels that such a solution would be acceptable to the Head of Computer Studies, it might be less acceptable to others within the Institute.

However, discussions on the future of computing within the Institute are already taking place. The Pro-Rector Resources chairs the Computer Users Group and the agenda has so far included the identification of current computing equipment and facilities and future needs. A meeting in early 1987 discussed the problem of what the Institute should do about computing in the immediate future, as maintenance contracts are running out. This raised the question of whether it would be more economical
to employ a technician within the Institute. The next question would then be about where the technician would be employed. There has already been one suggestion from the Head of Computer Studies that such a technician should be located in Library and Learning Resources. The Senior Technician in Audiovisual Services is already an expert computer technician and he could also bring further expertise and skills into the area. The Director would welcome such a move and sees it as a natural extension of what he is already doing. However, this move was not accepted at the meeting and as an interim measure an MSC technician was appointed to the Department of Computer Studies to maintain institute-wide equipment.

Overall co-ordination of all resources in the Institute is important at the present time to ensure maximum efficiency. The Director believes that he could manage all such resources more effectively than at present, maximising the use of human and physical resources. However, if one person is given so much responsibility and power, it behoves the Institute to appoint very carefully indeed if the post has to be refilled at a later stage.

H. CO-OPERATION WITH AUDIOVISUAL SERVICES
Before the Library and Learning Resource Service was set up, co-operation between the Library and the Audiovisual Services was limited to the Library asking for help in the production of a video programme, which lasted for three years and was never completed, which must indicate something about levels of co-operation and priorities.

Prior to the development of the Library and Learning Resources it was sometimes necessary for a member of teaching staff who required a particular audiovisual programme to be shown to students and of which he had not got a copy, to go to both the Resources Centre for the programme and Audiovisual Services for the necessary playback equipment. While this is still the case at present, the Director is working towards a situation where most
teaching rooms would be equipped with the appropriate audiovisual equipment and all that would be necessary for the teacher would be to obtain the necessary programme.

Individual departments could select whatever audiovisual equipment they wished, before the linking of the services. The process is now being formalised in that if a Department wishes to have an item of equipment they may do so, but the order has to be confirmed by the Director so that standardisation of equipment and formats can be ensured. As Library and Learning Resources is now undertaking the maintenance and repair of audiovisual equipment throughout the Institute, it is necessary for the service to regulate the type of equipment purchased. The pattern is already being established, and will shortly proceed as a proposal from the Library and Learning Resources Committee to the Academic Board.

The objectives of the Audiovisual Services are changing as a result of the linking and development of the service and the increasing range of Institute-wide activities it is involved in.

I. WORKING AND PERSONAL RELATIONSHIPS

Relationships between the previous Librarian and the Lecturer in charge of Audiovisual Services were minimal, but there was no contention. Relationships between the Director and his staff in all three elements of the service are good.

Relationships between library staff and technicians are improving as they are increasingly aware that they are all responsible to one Director. As a result of this, there is the beginning of a move by his staff to think in terms of an integrated service and to recommend or make use of services and facilities outside their own area - this has already lead to Audiovisual Services making use of the Resources Centre for a variety of tasks, and to the Library making use of both the other areas.
The Director is concerned that the staff of the three areas mix more in future in order to increase the efficiency of the service. In the past there was no mixing except when work was being carried out in the other service, but there is now the beginning of a blurring of some roles with library staff working in the Resources Centre. The Director hopes to achieve greater intermixing through having more library and resource centre staff working in each others departments, and through the movement of materials from the Resources Centre to the Library. He feels that the breakdown of barriers between staff of the service will happen more quickly between the Library and the Resources Centre. He also recognises that Audiovisual Services and the Resources Centre will move together more quickly than Audiovisual Services and the Library. Because all three arms of the service are located in different parts of the campus, it is not possible to bring them together for tea breaks on a regular basis. However there is already some social mixing taking place between the Library and Resource Centre staffs.

J. LOCATION OF FACILITIES
The Institute has three closely related sites, although only two have Library and Learning Resources services on them. This division of sites does create problems for the service. The third site is less likely to use the various aspects of the service, for example. It therefore behoves Library and Learning Resources to encourage the use of their services more strongly on this site. Given a free choice the Director would like to bring all aspects of the service together in one central building as it would allow him to maximise staffing and resources, lead to improved staff relationships and enable him to manage the service more efficiently.

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CASE STUDY - BRIGHTON POLYTECHNIC, DEPARTMENT OF LEARNING RESOURCES

A. INTRODUCTION
Brighton Polytechnic was created in 1970 as the result of a merger of two colleges, the College of Art and Design and the College of Technology. The Polytechnic was enlarged in 1976 when it merged with the Brighton College of Education. Again in 1979, the Polytechnic merged with the East Sussex College of Higher Education at Eastbourne, some twenty miles from Brighton. In the academic year 1985/6 the Polytechnic had 5866 full time equivalent students.

B. DEVELOPMENT OF THE INTEGRATED SERVICE
Although the Polytechnic was founded in 1970, until 1973 there were two separate conventional library services with their own librarians in the former constituent colleges, and some limited audiovisual facilities including a small television studio and a number of audiovisual technicians in one of the teaching departments. While the constitution of the Academic Board of the Polytechnic included a seat for the Librarian, it was not filled as no overall Polytechnic Librarian had been appointed. When the Librarian of the old College of Technology reached retirement age, a proposal was made to the Academic Board that the print based and audiovisual facilities be combined into one service, and this was agreed. In retrospect it is difficult to tell where this proposal came from, except that it did not come from the library services. A number of people were involved at the beginning, including the former Head of the Estates Department (because he had to design the new library buildings), the former Heads of Communication Studies and Management, the latter influenced by a study tour of the United States of America.

Thus a post of Head of Learning Resources was created to bring together and develop an integrated print and audiovisual service. There was an understanding at the time that the person appointed
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would be from a library background. However, when the applications were evaluated and interviews conducted, the Deputy Director of the Television Service of Leeds University was appointed. Therefore it was an Academic Board decision to have a learning resources service and a management decision to appoint an educational technologist to develop it.

The Department of Learning Resources was established in 1973, to provide:–

"an integrated range of library, media and educational development services. The first Head of Learning Resources (Clive Hewitt, appointed in 1973) became responsible for the existing Polytechnic libraries and for some rudimentary audiovisual provision". (1)

The newly appointed Head of Learning Resources considered the educational implications of such an integrated service, questioning the roles of conventional libraries, audiovisual production services and educational development services. His desire was to get involved in a real partnership with academic staff in supporting learning. Thus he was enlarging the original concept, almost to the discomfort of the Polytechnic initially. Ultimately, the concept of educational development as a third strand of the service was accepted and was included in Learning Resources.

"A period of growth and development followed (1975-1979), in which library services were improved and extended, and media and educational development services firmly established. During the period of financial contraction (1980-1984), reductions of considerable size were applied to Learning Resources staffing and funding; for the most part, these reductions were evenly distributed across the whole range of Learning Resource services, although in 1983 the Educational Development Unit was subjected to particularly heavy cuts". (2)

The grading of the Head of Learning Resources has changed considerably during the history of the service. The initial appointment was made on Principal Lecturer's scale. When the Polytechnic advertised for a 'Deputy Head and Librarian', (as
this post was originally called), on Senior Lecturer Grade, the Library Association refused to carry the advertisement and there were no applicants. Thus very early on the Head of Learning Resources was regraded to Head of Department scale 5 and the Deputy Head and Librarian's post was increased to Principal Lecturer and the post filled by a librarian. The Polytechnic then merged with the Brighton College of Education in 1976, bringing a third campus to the Polytechnic and the Head of Learning Resources was regraded to Head of Department Grade 6. In 1979 a further merger took place and the post was regraded onto VICE Principal's Scale, grade 7. The post remains on this grade, although it does not carry the status of VICE Principal of the Polytechnic. The Head of the Computer Centre is on the same grade, and both have the same status as that of Deans of Faculties.

There was an initial reaction amongst Polytechnic Librarians to the appointment of an Educational Technologist to this post and discussions took place in the Council of Polytechnic Librarians, (COPOL) as to whether Heads of Learning Resources who were not librarians should be allowed to belong to the Group. For some time the 'Deputy Head and Librarian' became the representative of the Brighton Polytechnic on COPOL. As the department grew it became necessary to appoint a second Deputy in 1981 and the present Head of Learning Resources was appointed to this post. For a short period there were two deputy posts held by librarians. The original Deputy Head and Librarian then left the service to move to another post and the intention of the Institution was not to refill the post, thus leaving a Head of Learning Resources and a Deputy Head. Representation on COPOL again became an issue as the Deputy Head felt that COPOL should recognise the Head of Learning Resources. This was ultimately agreed to by COPOL and the Head of Learning Resources then attended their meetings for the rest of his period at the Polytechnic.
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Clive Hewitt left the service in 1982 and was succeeded as Head of Learning Resources by his Deputy Head.

In 1983, the Central Reprographic Service, which was responsible for high quality printing, was combined with the Learning Resources Reprographic Service (a fast turn around photocopying service) as part of a rationalisation process.

C. MANAGEMENT OF THE INTEGRATED SERVICES.

Structure of the service
The structure of Learning Resources now consists of nine sections, each managed by a section head.

"The core of Learning Resources' structure is formed by the four sections called Site Services ... . These are the services provided directly for staff and students at each of the four main Polytechnic sites; they include the main library for the site, together with any annexe libraries, and an audiovisual unit to provide equipment loans and simple production facilities. Site services are managed in each case by a Site Resources Officer, who is responsible for a mixed group of staff. Central to the site staff are the Course Resources Officer posts; each CRO is responsible for services to one or two departments or course areas. Although the CROs are all professionally qualified librarians, their responsibilities extend beyond the boundaries of conventional librarianship to cover all the major areas of Learning Resources' activity.

Library Technical Services, ... handles centrally the acquisition of all books and the cataloguing of all materials for the libraries. The classification of all materials is handled by the appropriate Course Resources Officer. ..."

Media Services ... is concerned with the creation of learning materials in all formats. The Production sub-section, with its extensive range of equipment and facilities and through the expertise of its small professional staff of media producers and graphic/photographic designers, has the capacity to produce teaching/learning materials ranging from the very simple (single overhead transparency or one-page handout) to the very complex (colour television production or multi-media teaching package). ..."
The Library Media sub-section handles the acquisition of all non-print material for the Polytechnic’s library system.

Technical Facilities is the engineering branch of Learning Resources, whose staff are responsible for the selection and purchase of major equipment for the libraries and media production areas, and who advise other parts of Learning Resources on the simpler items of equipment which they normally purchase for themselves.

The Educational Development Unit was established to provide a source of expertise on teaching/learning methods and materials. Now reduced in size, it works mainly through the Educational Development Release Scheme, in which members of the academic staff are released from their teaching duties to undertake an agreed project. The academic department concerned may draw upon the Learning Resources salaries budget to replace the released lecturer with visiting staff.

Reprographic Services provides a central reprographic service for all the Polytechnic’s teaching and administrative work. The section also administers the self-service copying service available through all the libraries, and places contracts for outside printing work."

The Department of Learning Resources still maintains two deputy posts, now called Assistant Head of Learning Resources. One of these is occupied by a librarian who is responsible for the four site services. The other is held by an educational technologist who is responsible for the audiovisual production and educational development aspects of the service. The Head is concerned not with the day to day oversight of the service but with the politics, resource issues, and relating the service to the user community.

Staffing
Thirty per cent of the Head's work is involved with non-library aspects of the service. This is "partly because much of the work of traditional librarianship is of a very routine nature and it is carefully structured and organised and needs much less high level management than a number of the areas where everything is exceptional" such as audiovisual production.
Major staffing changes have taken place in that the overall staff has been reduced over the years by forty. This has affected the service seriously in a number of ways. It has been difficult to develop the service properly. The number of CROs has been cut from 23 to 15, making representation of Learning Resources within the Polytechnic more difficult. While in the past any major course used to have a full time CRO, who also had some general library duties, now nearly all course areas are doubled up. As some of the spans are very broad this limits what the CROs can do. At the same time when the numbers of staff are reduced, there are fewer staff for general library duties and a larger proportion of staff time is spent on the enquiry desk.

The other major effect on the service was the reduction of the Educational Development staff from five to one. This was an unfortunate move as the educational development staff had achieved much over the years. The staff, who were usually ex-education department lecturers, were however often resented when they tried to tell academics how to structure their courses. Their influence does still remain nevertheless as CROs are now much more concerned about what is happening in teaching departments and how effectively teaching and learning materials are being used, than are traditional librarians.

Media Services is the only part of Learning Resources that has increased and kept its staff. This has been achieved by retaining the present staff and hiring extra staff who are paid from the profits of outside work.

The current staffing structure of Learning Resources is shown on page opposite. (5)

Co-ordination of the various elements of the service is done through a well defined management structure. There is a Co-ordinating Staff Meeting which meets for half a day every fortnight and consists of the Head of Learning Resources, the nine Section Heads of the service, (both Assistant Heads of
Learning Resources also run a section) and three elected members of staff - one from libraries, one from the media area and one from anywhere. Quite apart from exceptional items of business which are dealt with as and when they are necessary, there are two routine items of business. First, each Section Head reports formally to the group, twice a year, on what the section has been doing for the last six months and this is then debated. Second, there is an informal exchange of information when everyone around the table gives an up to date account of current happenings in their section. Budgets are compiled annually, when any special problems and projects are dealt with.

The Head of Learning Resources is responsible directly to the Assistant Polytechnic Director, Resources. Although the Assistant Director is interested in the work of the service, he leaves the running of the service to the Head.

The Head of Learning Resources sits on the Academic Board, the Planning and Resources Committee (the major power committee), the Validation Committee, Estates and Computing Services Committees and the Learning Resources Committee.

Learning Resources submits a single budget. One of the disadvantages of a big service is that management are not interested in the balance between the various arms of the Learning Resources service and leave it to the Head to organise. However this gives the staff the freedom needed to spend the money in the best way possible.

Awareness of the service
Part of the intention of the service has always been that all staff, not just senior management, should have a good understanding of how the service works. The Head of Learning Resources considers this an essential part of an efficient learning resources service, although even in this service the system is not yet perfect. The problems created by the geographical spread of the campuses is the greatest barrier to
full staff awareness of services and facilities. Despite this, it is felt that awareness is reasonably high.

A concern of the Head of Media Services is that while he has a consciousness of Media Services' role within Learning Resources and its relationship to the Polytechnic, he sometimes feels that his own staff have a narrower view of their place within the service and do not see their links with Learning Resources and the Polytechnic as clearly as they might.

Experience in relation to the management of a Learning Resources Service

The Head of Learning Resources is a member of the Council of the Library Association and of its Education Committee and Board of Assessors (amongst others). He is interested in the management of educational services in a broad way, both in terms of resource services and of institutions. He has been a practising librarian and a lecturer in librarianship.

He believes that there is no reason why a librarian should not be an effective manager of a learning resource service, and he would challenge some of the earlier comments about this. However he believes that either an educational technologist or a librarian could carry out this role properly, given the right qualities. He moved from teaching librarianship within the Polytechnic into the Department of Learning Resources because he trusted the previous Head, an educational technologist, and believed in what he was attempting to achieve.

In running such a large service involving a range of different activities, the Head feels the need to be fully aware of what those activities are and the methods employed. He would be worried if he could not go into the graphic design studio and understand why they were doing certain tasks, the techniques used, the timescales involved, and the response of users to the work produced. He does not feel that he needs to be an expert in everything, but he must know the right questions to ask to be
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able to communicate with the staff. He believes that the right attitudes and interests are required, rather than any particular experience. Librarians ought to be good at this work, given the role the librarian has as intermediary, delving into other peoples experience, understanding and transmitting it, although in practice he does not think that many are. A knowledge of education is essential and having been a teacher for a time is one of the best experiences a head of learning resources can have. What is also needed is experience in the politics of institutions. The present Head gained considerable experience in this area both as a Site Resources Officer and later as Deputy Head of the service. Library experience is also valuable as the majority of his work is still involved in the librarianship aspects of the service. He believes that it is appropriate that most Heads of Learning Resources are now librarians.

The Head attempts to ensure that his previous experience does not influence the development of one arm of the service more than another, but nevertheless he thinks it may. There is no doubt that the previous Head strongly influenced the development of the audiovisual production facilities, but not at the expense of the library service. However, some areas of the librarianship aspects of the service had not been developed as much as they might, if the previous Head had had a librarianship background. For instance, up until 1984, the Polytechnic library service, one of the biggest in the public sector, was operated on virtually all manual systems. The work done on on-line information retrieval and data bases was very limited. There was little standardisation of practice amongst the CROs who were given a great deal of freedom, with the result that the same book could be catalogued and classified in different ways at each site library.

D. MANAGEMENT OF MEDIA SERVICES

The status of Head of Media Services has changed significantly since Learning Resources was formed. As originally envisaged, he was responsible for a unit within the Educational Development Unit. The structure then was Head of Learning Resources, Deputy
Head of Learning Resources, Section Heads, one of whom was the Head of Education Development and below her came the Head of Media Services and Head of Engineering. The Head of Media Services was responsible for TV production and had a small production staff. The Educational Development Unit did not succeed as well as it might, however, and was therefore cut back. By this time, however, Media Services had produced a number of successful video programmes in conjunction with the academic teaching staff. Therefore Media Services was retained in full and the present Head of Media Services was appointed and was able to sort out many of the management problems that then existed. It then became clear that there were two arms to Learning Resources, one a librarianship arm, the other a media arm which contained other services apart from production, although this was the most obvious part of it. Thus from the original structure evolved the present day structure, with two deputy heads, one responsible for media - libraries and the other for media - production. This new structure was formalised in 1985.

The present Assistant Head of Learning Resources / Head of Media Services spent ten years as a Producer in the University of London Audiovisual Centre. What interested him when he applied for the post at the Polytechnic was that Learning Resources offered a context for a person with his background to work in. This was not the case in the University of London where the audiovisual production service was large and diffuse and the brief so enormous that it was almost impossible to have an identity or to fully appreciate who and what the production service existed for. Work came to the service in an uncoordinated way and there was little contact with other members of the University. At Brighton Polytechnic, however, the integrated approach appealed to him in that there would be a positive relationship with all academic staff and students within the institution. He feels more a part of the institution now than he did in London.
His professional interests include the concept of the integrated Learning Resource Centre and the management of such a service. He wavers between being committed to being part of a large organisation and the belief that that is important, and the opposing view that a large service is unwieldy. Being many things to many different people is stressful. Apart from the management structure and the commitment to facilitating good quality productions, he is also interested in future developments, such as interactive video and satellite television. He would like to see students encouraged and taught how to undertake more project work in audiovisual formats. He would also like to see an increase in the number of good academic courses based on media. These would include courses such as degree courses in communication studies, video production and audiovisual production. At Brighton such courses are limited to the audiovisual components in the librarianship and the expressive and fine arts courses.

Influencing the decision making processes within the institution is done mainly by day to day contact with academic staff and by holding constructive conversations with them on a one to one basis. He feels it is difficult to affect policy in this institution only through the formal channels. He is a member of a number of teaching department working parties and advisory panels, looking at teaching methods and interactive video. He is often able to influence for the better the planning and content of programmes proposed by teaching staff under the Educational Release Scheme, by working with the originator at the earliest stages. He also sits on the Learning Resources Committee, a sub-committee of the Academic Board.

Advantages and disadvantages.
The advantages of this type of Learning Resources service are measured in terms of the range of services the users receive and the way they are delivered. Learning Resources has been designed to give the best possible service to the institution. The
customer has usually only to go to a single location to obtain all the services he requires. The Head of Media Services believes that people learn best when there are many different methods of learning being used. Learning Resources ensures easy accessibility to a large number of the teaching/learning materials in the institution.

In addition, there are management advantages, for this integrated approach makes the service into a large unit. The Head of Learning Resources believes that a small unit in an institution of higher education, such as an audiovisual production service, could not easily prosper as an independent unit. The integration of library and media services at Brighton, has produced one of the largest departments in the institution and the credibility and the position that that brings has been positive for both parts of the service.

Because of the title of the department, the Head of Learning Resources believes that the staff are conscious that the prime focus of the department is to support teaching and learning. Brighton Polytechnic is thought to be unique as it no longer sees the Learning Resources service in terms of a library and an audiovisual production service but as an integrated department that exists to meet teaching and learning needs in whatever form they exist. The term librarian is deliberately not used in Learning Resources although there are people in the department whose role and activities are not very different from those staff in a separately managed library service. Working in the same service as many others with different skills and professional backgrounds has broadened the way staff see and perform their jobs.

The Head of Media Services believes that the learning resources concept at Brighton has been successful although it is not the only way such facilities and services could be provided. It's success has been due to the articulate leadership both arms of the service has had and the sympathetic hearing they have
received from senior management. Also it was a bold scheme which was properly planned, resourced and staffed from the beginning.

There are disadvantages to this integrated service. Because the service is large it protects the media services but at the same time it creates, at a political level of the institution, the fear that Learning Resources is a large power base. There is also an assumption in the minds of many academic staff that because the budget and the staffing is large (118 staff), the service can supply all their needs. Because of the multi-site nature of the Polytechnic, Learning Resource services are spread fairly thinly on the ground at some campuses, with only two technicians available on one campus and libraries with only one person to run them. Although the service is large in total, it does not mean that the Department can provide high standards of service everywhere without constraints.

The Head of Learning Resources feels that some of the librarianship aspects of the service have not been fully developed. This could be because the glamour of media production and the delivery of media services has detracted from the need to reassess the library services. The broad, multi-disciplinary idea of service that has been encouraged amongst the staff, has meant that the professional training of some has not been fully exploited. The Head feels that management problems are greater in such a large unit.

E. ATTITUDES TO THE SERVICE
The Polytechnic management now recognise that the quality of service from Learning Resources is high and therefore it is appreciated and valued. The cost of the service, now the biggest department in the Polytechnic, is resented. But in the present economic climate any department that is not seen to be producing students in itself is simply an overhead and is going to be resented. Learning Resources is always under pressure and it is one of the roles of the Head of Learning Resources to keep people motivated towards the service.
Particularly in the early days there was an element of suspicion about the first Head and about the role and size of the new service he was developing. This suspicion can be traced back to the days before Learning Resources was formed, when the previous library services had not had a strong history of service, combined with the fact that a great deal of money had to be spent in the early days of Learning Resources before the quality of service improved. Nowadays staff and students appreciate the quality of service they are getting, and complaints about services are very rare.

The present Head also feels that attitudes to the service may have changed because of differences in personalities between him and the previous Head. The first Head was an "interesting and original thinker" who worked mainly at developing the service and who had strong management support within the service. The present Head sees himself as a "good and energetic manager" who has become "mainstream" in that he is much more widely involved, and is expected to be involved in many Polytechnic managerial activities and committees in addition to Learning Resources. He feels that this has strengthened the image of the service in the Polytechnic. (6)

At a meeting with CNAA on 15 February 1980, the following answers were given to questions asked about the attitudes of the Polytechnic staff to the Learning Resources Service.

"It was commented that, in the early days of Learning Resources development, many academic staff had been unable to appreciate the potential benefits to academic departments of, for example, expenditure on the television studios, and had felt that the money should have been spent on bookstock. With the development of these services criticism had virtually ceased and these services are now widely appreciated by teaching staff. ..."

A question was then asked about academic staff's perception of Learning Resources policy and the practical effects for them of Learning Resources' much publicised integrated approach to services. This was most apparent to academic
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staff in the person of Course Resources Officers whose role in representing all facets of Learning Resources' services was much appreciated by them. T.H. then commented that the impression given by the documentation provided was of an organisation which was basically reactive to developments in the Polytechnic whereas his own impression was that Learning Resources did, in fact, take an active role in initiating and determining developments in the Polytechnic." (7)

The Head of Learning Resources' attitudes have not changed towards the rightness of integrated learning resources for this institution. However, he feels it is not possible to generalise and claim that this is the correct way forward for every academic institution, as it depends very much on the circumstances within the institution involved as to which is the correct form of development of the service.

Two examples of reactions by Learning Resources to circumstances within the Polytechnic show this clearly. The first shows Learning Resources initiating a development, based on the response by teaching staff to the placing of colour television sets in lecture theatres. While they could see that these were an excellent innovation, they were still having difficulties in getting items such as handouts reproduced because the printing service was run by the administration department and their work received priority. They felt that Learning Resources should solve this problem first because they needed the simple services providing properly, before the sophisticated ones were developed. Learning Resources then responded to this by providing a rival reprographic service in the Learning Resources building based on a large Xerox copier and a collating machine, guaranteeing a twenty four hour turnaround. Thus teaching materials were produced efficiently in Learning Resources while the administration's materials were produced by the printing unit.

Following this and as an example of the reactive response of Learning Resources, in 1983 there was a serious cut back in administrative staff. The Head of Learning Resources was then approached to combine the now cut back printing unit with the Learning Resources reprographic service and manage it
efficiently. While his view was that producing Polytechnic Committee papers and other administrative documents was not central to Learning Resources services, there was no other real alternative. Learning Resources set to manage it properly, and it now runs efficiently.

However, the Head of Learning Resources would not say from that experience that printing and reprographics have to be part of a learning resource centre. There are all sorts of peripheral activities that could be combined or run separately such as developing exhibitions, now important in marketing the Polytechnic, publications, etc.

It is difficult to determine whether Learning Resources have had any effect on teaching methods in the institution. The difficulty lies in the autonomy given to teachers which means that few people other than the individual teacher know much about their teaching methods. Indeed CNAA, at its last quinquennial review, asked the Polytechnic, which had put more into learning resources than others, what it had gained? Certainly there are still courses with high student contact hours and in this situation Learning Resources has not changed the normal pattern of teaching. However there are examples of staff who have had a long involvement with Learning Resources and who through this have packaged materials for independent learning. Learning Resources was involved in establishing a whole term of independent study for one of the degree courses in Humanities. This would not have come about without Learning Resources' involvement.

This Polytechnic, like many other large institutions, is not very aware of the effects of the learning environment. The Head of Learning Resources is preparing a paper on this for the Validation Committee, and believes that more thought needs to be given to this in the institution.
The attitude of the institution to Media Services is schizophrenic. There are the champions of audiovisual production for teaching learning purposes, there are those champions who believe the audiovisual production service is good because it makes extra money, and those who see audiovisuals, particularly video productions, as an essential part of the public relations armoury for pulling in students from various parts of the world. So there is strong support. There are equally those academics who never come near the service and who wonder what it is for. These will largely see the service as an expensive, marginal luxury, which, because they have not used or know nothing about it, everyone can do without. On balance, the fact that the service still exists, suggests that the institution finds it of value.

F. LINKS WITH TEACHING STAFF AND STUDENTS.
Publicity for Learning Resources is carried out mainly through written documents and brochures, etc.

Formal links between teaching staff and Learning Resources are primarily through Course Resources Officers. Learning Resources staff are represented on all six Faculty Boards and every Board of Study, with SROs sitting on Faculty Boards and CROs on Boards of Study. CROs have to understand the courses they cover, how they are taught and structured and the teaching/learning methods used, and how the course is validated. From this knowledge, the CRO is then able to select the most appropriate materials. Initially CROs were expected to be out of the library base for at least 50% of their time during which they had to be involved in departmental activities, but this has now been reduced due to reductions in the number of Learning Resources staff. CROs are totally responsible for the selection and exploitation of all materials in all ways, including the identification of areas where production is necessary and making the links between academic and production staff. They are expected to identify possible members of staff and subjects for the Educational Development Release Scheme. They are also involved in media
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productions, in checking what already exists, in information gathering, editing, and any other appropriate activity

In practice, the Head of Learning Resources does not believe that all of them have undertaken these duties fully. This raises the questions of traditional library approaches versus the CRO concept, and the personality of librarians and how they cope as CROs. Even if some of them did fulfill these duties fully, they are now much more confined to mainstream library duties. Further consideration has to be given to this.

Although some of them have never optimised their roles, every reaction received by Learning Resources confirms that the CRO role is very strongly supported by teaching staff. One of the problems the Head of Learning Resources faces is that whenever Learning Resources faces staffing reductions, the one post that the academic staff see as effective and essential is that of the CRO. This can create problems for Learning Resources because they do need other staff to shelve books and carry out other library tasks as well.

It is the responsibility of the CRO's to represent all arms of the service. However, all are librarians by training and this constantly raises the question about how this can be done effectively. The Head of Learning Resources feels it is essential that all CROs have a good-background knowledge of all Learning Resources services - what they are doing, how they work, how they should be approached, what is seen as appropriate work for them and what their current work loads are like. There are possibilities for CROs to act as an extremely effective link with teaching staff and a fundamental part of that linking is making sure that they are well aware of all aspects of the service.

This is achieved by the circulation of papers which are widely available to all Learning Resources staff, CROs receiving personal copies. The fortnightly Co-ordinating Staff Meeting's agenda and minutes are given to CROs. Media Services produces its
own bulletin of projects, both in hand and completed, which again are circulated to CROs. CROs meet in Site Groups with the SRO they are responsible to and wherever possible the Educational Development Unit Coordinator who is also very closely involved with Media Services, attends these meetings and reports on educational development and media services projects.

In addition, all CROs have an ongoing training programme. Staff training is seen as a serious issue and is based on a written policy. There are annual interviews where CROs discuss their needs and progress with their Section Head. Mainstream training responsibilities lie within each section, but there is also a Staff Training Group which draws people from every part of Learning Resources to plan and organise internal courses which go across section boundaries. Some of these courses involve teaching staff skills, others are contextual and every year there is the Media Services 'Show and Tell' session where in-house produced programmes from the last six months or a year are presented and discussed. The ultimate success of a CRO will in part depend on their personalities, however.

Learning Resources has carried out one major study of the use of the service, but relies more on the routine process of course monitoring and evaluation, which in the Polytechnic CNAA context is very disciplined. Every course monitoring report, completed annually, should comment on its learning resources requirements and the extent to which they are being met.

User education is carried out with all courses, although at present only the Pharmacy Course includes it as an assessed part of the course.

A number of Learning Resources' staff from each section are involved in teaching programmes but none have a contract which requires it. They do not have academic conditions of service but do receive payment for teaching. Teaching experience is preferred when appointing staff to professional posts in Learning Resources if possible.
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G. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

The Polytechnic remains fairly traditional in its approach to teaching. The Head of Learning Resources accepts that the main part of Learning Resources work is to support the present teaching and learning in the most appropriate way and to be responsive to users' needs. It does however take every opportunity to encourage innovation and development but not to the extent of withdrawing traditional support in favour of independent learning.

The majority of the teaching staff use audiovisual aids and programmes heavily within their teaching. This is evidenced by the number of staff making productions themselves, in the amount of equipment in use around the institution, in the numbers of requests received by the Media Librarian to make extra copies of materials for use within the departments, and from the number of loans from Learning Resources to teaching staff. Audiovisual use is high amongst the teaching staff of all departments, although inevitably there are still some teaching staff who do not use them in their work.

Some lecturers will only use slides, some will only use Learning Resources video tapes, some will only use video tapes they have made themselves, some will think of video as being an alternative medium for student projects - so audiovisuals mean many things to many people. Some lecturers like and use video because they can spend half an hour showing a video in one of their lectures, so they only have to talk for half the time. Others are more principled and believe that the only way they can teach certain topics is by using a carefully constructed video. It is the latter teachers who keep returning to Learning Resources for more productions which has enabled Learning Resources to build up considerable expertise and a set of relationships with enthusiasts. Departments such as the Language Centre, Business Management and Pharmacy are three of the heavy users of Learning Resources.
The main formats used within the Polytechnic are video, overhead transparencies and slides. No formal studies have been made of audiovisual use by teaching staff in the institution as yet. However the statistics kept by various arms of Learning Resources, such as the Loan Pool, those concerning the use of videos in the libraries and the statistics of the production of simple projects would indicate that use is very high.

Teaching staff also use the more recent audiovisual formats in Learning Resources, they recommend their students to use them and they include audiovisual programmes on their reading/resource lists. They, like the students, prefer to use the video format wherever possible.

Student use of Learning Resources materials is high, their comments are favourable and they accept the newer audiovisual formats for what they are, finding them useful learning aids.

In 1982 Learning Resources conducted a survey that showed that student use of the more recent audiovisual materials, particularly video, was 57.1% course related, either on the recommendation of the tutor or because the programme was clearly appropriate to the subject they were studying. 27.8% of use was for general interest/educational purposes and 15.1% for general interest/entertainment. (8)

The study also showed that, apart from the obvious uses such as demonstrating experiments and techniques that video clearly does well, students found the more recent audiovisual materials gave a useful introduction to many subjects. As tape slide and video programmes pick out and pinpoint main topics within a subject, they give the student an organised structure for learning in their minds before they commence the mass of reading they have to undertake. These materials are seen as conveyors of information, communicating some subjects or certain aspects of subjects most effectively, or for conveying information which cannot be
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Communicated successfully in any other way. Trigger video techniques are useful for initiating discussions amongst students and staff. Further, the study showed heavy although varied use of the video materials between sites.

<table>
<thead>
<tr>
<th>Site</th>
<th>Media Stocks</th>
<th>Media Library Use</th>
<th>Media Loans</th>
<th>Use per Stock</th>
<th>Book Loans</th>
<th>Use per book stock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moulsecoomb</td>
<td>6007</td>
<td>25912</td>
<td>961</td>
<td>4.5</td>
<td>143936</td>
<td>110260</td>
</tr>
<tr>
<td>Falmer</td>
<td>5220</td>
<td>9425</td>
<td>2002</td>
<td>2.2</td>
<td>180134</td>
<td>72185</td>
</tr>
<tr>
<td>Grand Parade</td>
<td>1775</td>
<td>6220</td>
<td>285</td>
<td>3.5</td>
<td>42164</td>
<td>41561</td>
</tr>
<tr>
<td>Eastbourne</td>
<td>2426</td>
<td>3814</td>
<td>847</td>
<td>1.9</td>
<td>105255</td>
<td>31708</td>
</tr>
<tr>
<td>Total</td>
<td>15538</td>
<td>43371</td>
<td>3541</td>
<td>3.1</td>
<td>71489</td>
<td>255714</td>
</tr>
</tbody>
</table>

"Anecdotal evidence indicates that videos are accessed on average more often than the book stock (which may actually reverse the view that video is more extravagant than print); and that they are the only learning resources which are found helpful by certain students at certain stages in their courses. However, it is not clear whether it would take a full-scale evaluation project to assimilate this kind of ammunition, but we (and other learning resources units with a commitment to media) do need it." (10)

Audio recordings have never been a successful medium in Learning Resources, apart from the obvious areas such as language and drama. Long recorded discussions of topics are rarely listened to. It is assumed that video offers a more attractive alternative, for while one may not get so much information from a short video recording, what the user hears is retained more effectively because it is reinforced with the visual images. Students appear to understand this intuitively. Overseas students respond well to audiovisual recordings, possibly because of literacy problems, with the result that the Language Centre at the Polytechnic has been developing audiovisual programmes for teaching English to overseas students.

Apart from print based materials, Learning Resources acquires video and audio cassettes, slide sets (usually mounted into a kodak carousel magazine), individual slides in several large collections, various multimedia packs, computer discs and tape slide programmes. It used to be the practice in Learning
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Resources to copy tape slide programmes on to video cassette, but it was felt strongly by the technical staff that the technical problems of carrying out this work, when compared with the quality of the end product, did not justify the effort. The Media Librarian is not entirely happy with this decision because tape slide programmes are now rarely used and his investigations showed that the students would use them when they were converted to video tape. He feels that conversion also saves the cost of tape slide presentation units and solves the problems of synchronisation of the cassette with the slides.

Film and long playing records, are converted to video and audio cassette, with permission from the copyright holders. Filmstrips are cut up and converted into slides. The Compact Disc is not yet taken. Any other format is not considered suitable for use in Learning Resources.

The size of the collection of the more recent audiovisual materials has grown steadily since the service began. Learning Resources has some 20,000 items excluding the special slide collections, some of which contain over 120,000 slides. Learning Resources has a total stock of 500,000 items in all formats and although the percentage of the more recent audiovisual items remains small in relation to the print based formats, it is a heavily used and obvious part of Learning Resources stock because of the way it is exploited throughout the collection.

This is felt to be a reasonable balance of print based and the more recent audiovisual formats. The usage of video has shown a small decline in recent years therefore it is felt that there is now room for some withdrawal. However, there are many video and other audiovisual programmes that Learning Resources would like to acquire but are unable to obtain, often because of problems related to copyright. It is felt that current copyright legislation holds back the educational work of academic institutions.
In the first three years of Learning Resources 10% of the materials budget had to be spent on the newer audiovisual materials to build up the stock. After 1976 this limit was removed and each CRO was then able to use their own discretion. The majority spent less than 10%, although one or two increased their spending. However, as this removal of the limit coincided with the beginnings of a reduction in price of many audiovisual publications, the amount of audiovisual programmes did not decrease significantly. There has been a small decline in acquisition of video items (the major format apart from print) from a maximum of 2200 to some 1700 new programmes per annum. This is partly explained by the fact that the video collection is a strong collection and as it grows it does not need so many new programmes. Learning Resources is as strongly supportive of the newer audiovisual materials as it ever was.

In 1986, Learning Resources management decided to return to a figure of 10% of the materials budget to be spent on the more recent audiovisual formats, particularly video. Learning Resources has had to face up to the fact that it cannot keep the present EIAJ video cartridge system working for much longer. The system was discontinued by its manufacturers some years ago and has only been kept going by the engineering section of Learning Resources acquiring second hand machines and cannibalising equipment. A decision was taken to replace it with the latest Video 8mm system. Part of this decision involved capital expenditure of £90,000 for new video cassette recorders and players throughout Learning Resources and the Polytechnic. However, such an equipment replacement programme had to be backed up with financial support for the acquisition of programme materials to support the new equipment. Thus a programme was set up for purchasing new materials on Video 8 and gradually replacing the EIAJ network and existing materials throughout the Polytechnic. Targets were calculated for each year for three years. Thus 10% or more of the materials budget is set aside for the replacement of video programmes and each Site Service is told what it must spend to maintain its video collection.
The programme involves the two systems running in parallel for three years, with up to a third of the existing stock of programmes on EIAJ Cartridges (some 4,500 out of the present total of 14,000) being copied onto Video 8 cassettes. Some two thirds of the present stock will be withdrawn and approximately 1,500 new items will be added each year bringing the collection up to some 9,000 programmes at the end of the period. By June 1987, many of the new Video 8 machines had been installed and the copying programme was well under way. No problems had been experienced with the new machines or the format.

The staff of Learning Resources had been aware of another problem in relation to the EIAJ standard format and this was reinforced at the end of 1986 by the written comments of users of the experimental Video 8 machine then on test in the Moulsecoomb site. Users of the new system stated that they considered the EIAJ standard had the image of being old fashioned. It is felt that this image may be transferred to some of the materials available on that format, making some programmes less acceptable than in the past. It is felt that a change to the latest video technology may well result in an increase in the use of video again. The same problem exists in relation to the tape slide programme format.

Originally Learning Resources staff were made aware of recent acquisitions of audiovisual programmes in a monthly newsletter. This has been replaced by an additions list produced from the computer records and which acts as a 'gap filler' between the item being acquired and its appearance in the microfiche catalogue. As CROs select all the relevant materials in their own areas, some do keep their staff up to date, as well as notifying teaching staff of items in which they will be interested.

Users are not given any further information about recent acquisitions other than the additions list. However, as there are some fifty plus video cassette systems throughout the site
libraries, each with a television screen on open display and almost all of them in use at any one time, users are constantly seeing both new and older materials as they walk around. Also audiovisual programmes are partially integrated with the print collection, in that the first and last three bays of shelves in each aisle contain both the more recent audiovisual formats and periodicals classified at the same numbers as the books shelved between them. Thus users have to pass the more recent audiovisual formats whichever way they enter the aisle of shelving to reach the bookstock. This encourages users to browse through these materials in just the same way as they browse through the book stock.

With the changeover to Video 8 it is hoped to improve the browsability of the videocassettes. At present, the video cartridge is shelved in its container with the title and classification number written on it, but there is no indication of content. All staff are agreed that some form of annotation or content description is necessary, but a solution to this problem has not yet been found.

All materials regardless of format are included in the central catalogues, but special listings by format in classified order are produced by the computer and are well used by users. Most professional staff will include audiovisual programmes as well as print based sources when dealing with subject enquiries.

If Learning Resources cannot satisfy an expressed need, it would refer the user to some other potential source of information and consider producing an information package to meet the need. Part of the CROs role is to identify gaps in resource provision.

The attitude of Learning Resources to the latest developments in information technology is to take a quick interest, and acquire examples of the new format and its associated equipment for research, development and browsing purposes. It may then be some time before it is installed as a mainstream service. The
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Responsibility for some of these developments may increasingly fall between Learning Resources and the Computer Centre. There is a good relationship between the two services and the Head of Learning Resources sees it as an important part of his job to keep this relationship on a high level. Learning Resources would not exclude any format, but it is recognised that computer software is a major area of responsibility of the Computer Centre. Judgements about the interactive Domesday project and other new developments will depend on whether the type of information they can add to Learning Resources is cost effective, rather than the format in which it is presented. Learning Resources is already involved in producing material for a number of interactive video programmes and is keeping a close watch on these developments.

Should users require help with equipment, the nearest member of Learning Resources staff will assist. If there is a technical fault, the staff will usually call a technician, unless they can mend it themselves quickly, which some now can. If a quick repair cannot be achieved, the machine will be taken out of service, a record of the breakdown made and the technician would repair it as soon as is humanly possible.

In general, Learning Resources Centre staff welcomed the introduction of these materials and the associated equipment. Initially there were many consultations and discussions before any changes were implemented. None of the Learning Resources staff has complained about multimedia development, nor about the scale of it. The only concern expressed is that their materials budgets are being increasingly pressed. However, no CRO has shown any signs of wanting to return to a single media situation.

In the early years, the training of Learning Resources staff to deal with the physical aspects of the newer media was the responsibility of the Educational Development Unit. Another of EDU's key roles was to spread the gospel to the teaching staff, of using audiovisual materials in teaching and the necessity for
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their being made available to the students in Learning Resources. In addition each Site Service had and still has a Loans Pool staffed by Learning Resources technicians. The Loans Pool staff lend out equipment to staff and students and also look after the equipment permanently based in teaching rooms. The Loans Pool technical staff were also responsible for helping with the training programme and to be on hand to deal with the more technical problems that arose, so that Learning Resources staff did not have to deal with them. Learning Resources staff soon found that day to day use of the equipment was not difficult, and that they did not have to worry about any technical problems as they had immediate back up from technical staff.

Training in the use of equipment for the Learning Resources staff is now undertaken as part of the normal induction training for Learning Resources assistants and is now usually done by the Site Resources Officer responsible for training. Technicians are trained by the technical facilities section. There appear to be no problems related to training in this area.

The training courses were effective in that all Learning Resources staff are comfortable with audiovisual equipment and software. For example, the non-professional resources assistants (the equivalent of library assistants) at each site undertook a comprehensive and effective survey of the state of the video tapes during 1986. A programme of checks was carried out on a number of the more problematic video tapes - ones that were old or had been greatly used, or were recorded on thin tape bases. The resource assistants checked tracking, strain and stress and coped with these checks excellently, identifying faults such as drop out and skew errors. Thus, although the resources assistants had only received simple training on the use of the equipment, their interests and abilities had developed to the stage where they could carry out these checks and identify problems. While they know that there is expertise available to repair equipment when it goes wrong, some blurring of roles has taken place.
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The post of Media Librarian is still considered to be necessary. This post comes under the Head of Media Services, who is also Assistant Head of Learning Resources, and not under the Assistant Head responsible for Site Services. This represents a further blurring of roles. The Head of Learning Resources feels that if CROs were given total freedom it is possible that some of them might drift back to an all print base, and one function of the Media Librarian is to ensure that this does not happen. Also, there is work to be done of a professional nature, including an administrative and management role ensuring that the collection is operating at its most efficient; checking on machine usage, reliability and repair; analysing use statistics and investigating increases or decreases in use over the various sites. The Media Librarian and his staff also deal with the acquisition processes for audiovisual programmes, which often differ from the acquisition of print based materials; the maintenance of licencing agreements, obtaining copyright holders permission to copy materials including detailed negotiations with production companies over the making of copies of their programmes or their transfer to another format; and the ultimate interface with the user - the exploitation and playback of these materials. Having a member of staff with a special focus on the more recent audiovisual materials maintains the level of consciousness of colleagues. Most of the work of the CRO still relates to print based materials and it would be possible for some CROs to lose sight of the more recent audiovisual materials. So the Media Librarian is a form of interface between collection development and hardware. For moves such as the present one to change the video playback format affects Technical Facilities who buy and maintain machines, site staff who have to operate them, and have to run the two formats side by side for a while, production and cataloguing staff, etc. Thus the Media Librarian has a role as a coordinator. Also there is a need for one person to be aware of developing technologies and consider their implications for the service.
Learning Resources holds copies of video programmes made independently by individual lecturers, though usually using Learning Resources equipment. There is a general feeling in the Polytechnic that Learning Resources is the central point for learning materials and many of the teaching staff take steps to ensure that their own productions are included in the collection and refer students to them. Teachers still build up their own collections of audiovisual "teaching materials" which are thought to be different to learning materials. It is Polytechnic policy that any learning materials purchased go into Learning Resources first. Should the teacher require a personal copy, Learning Resources will either purchase a second copy paid for from the teaching department's budget, or negotiate the right to make a second copy for the teacher.

There is no central record of all teaching materials held throughout the Polytechnic. There would be considerable problems in maintaining such a project once it was started in an institution of this size. It is felt that unique materials should be listed centrally, but that there is little point in listing such materials unless access can be gained to them. Teaching Departments can order teaching materials without reference to Learning Resources. Thus the Education Department is purchasing the Domesday Project, although this is not being taken by the Learning Resources at present. CROs will however be aware of many of these materials held by teaching departments and thus duplication would not be as widespread as it might be otherwise.

The Technical Facilities unit in Learning Resources does not have the responsibility for purchasing equipment for the whole of Learning Resources or the institution. Site Services are responsible for defining what capital equipment they need to purchase because they are closest to the teaching staff and students who need the equipment. After consultation with the Technical Facilities Manager or the Head of Media Services this list is refined. There is a policy that wherever possible
Learning Resources will help departments to purchase appropriate equipment, but there is no standardised policy as each new item of equipment has to be considered in the light of the needs for which it is required. Unlike the Computer Centre, there is no policy of only allowing purchases of equipment that they will support. However, if equipment is purchased without consultation with Media Services and with the expectation that they will maintain and repair it, such a request may not be sympathetically received.

All equipment belonging to Learning Resources throughout the Polytechnic sites is repaired and maintained by Media Services. It is recommended by Media Services that any equipment belonging to teaching departments should be purchased with a maintenance agreement, as it is not possible for the Technical Facilities section of Learning Resources to repair all Polytechnic equipment.

The presentation of audiovisual programmes throughout the Polytechnic is normally done by the lecturers themselves, most of whom are competent to do so. If they order replay equipment through the Loans Pool, the equipment is prepared beforehand by the technician, ready for the lecturer to use. If the Loans Pool is specifically asked to provide technician support during the presentation then this service would be provided. With video presentations technician support is not normally required, but for film or tape slide support is more normal. It is the lecturers responsibility to ensure that the software and the equipment they require is available and in the room at the right time.

When staff and students want to arrange audiovisual presentations within the institution they have to contact Site Services for the software and the Loans Pool in the same area for the equipment. While it is seen as a 'bit of a shame' that the user has to visit both, it is felt that the staff of the Loans Pool could not cope with running up and down to find the video tape. However, the
obtaining of a video tape, for example, is done in exactly the same way as a book and thus is not seen as an imposition on the user. In most cases, however, equipment will be located permanently in the teaching area, thus it is only necessary to obtain the software from Learning Resources. The Loans Pool loans special equipment or extra machinery where the equipment placed in the teaching area is already in use, and it maintains a diary of potential usage of equipment in teaching areas.

H. IN-HOUSE PRODUCTION FACILITIES
To begin with there were some audiovisual facilities based in teaching departments, particularly in the Language Centre where television had been used for a long time in foreign language teaching, and a small unit in Combined Sciences where it was early recognised that the development of English, particularly amongst overseas students, was an essential part of scientific training. This department had set up a small training facility with black and white video equipment and staffed by two technicians. There was no central facility for the whole institution, however. The first Head of Learning Resources aimed to provide the whole institution with a large central facility with a management structure that could deliver learning resource facilities at sites but also have certain 'up-market' central capacity for all sites.

When the Brighton College of Education merged with the Polytechnic, Learning Resources took over the library, the educational technology centre (which was separate from the library) and a television centre which was separate from the educational technology centre. Both the two latter units were run by academics and both were mainly concerned with teaching practical courses to student teachers. These two services still exist and are managed by Learning Resources. In the original Art College there was little work going on in film and video production but Learning Resources has developed this since 1976 and it has now become popular with the teaching staff. A production area has been established on that site. Thus Learning
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Resources has taken over, maintained and run the various services brought in by the mergers, integrated them and put them in the charge of one person. Learning Resources takes the attitude that it will provide the necessary production resources if the Faculty will teach production, but it is not the job of Learning Resources to teach production.

There are now a range of broadcast standard audio and video production facilities for both studio and location recording, plus graphics, photographic and printing facilities. The service can undertake video copying between any low-band formats with time base correction and image enhancement, including VHS, Beta, U-matic and Video 8. There is an engineering service with a well equipped technical workshop which can undertake the testing of developments in video hardware. Many of the services are available for hire to organisations outside the Polytechnic, including video production, facilities hire, video transfers, consultancy and training, and technical development projects.

Video production facilities have developed and changed most of all since Learning Resources was formed. There has been a move away from studio production to electronic field production (EFP) and electronic news gathering (ENG) which enables location recordings to be made with multiple or single cameras. The unit has built its own mobile recording van to enable good quality location recording to be undertaken. There is less demand for studio work although the studio is still maintained and used. However, teaching staff increasingly wish to bring the outside world into the classroom through video, rather than package what they do in the lecture theatre which was the main use of video at the beginning of the Learning Resources service. The unit is also able to offer far superior editing facilities now than was possible at the beginning of the service.

Production has developed along mobile recording lines and also it has developed from the 'quick and dirty' making of video records, much more into the self contained programmes which the academics
want and which the producers prefer to do. Off air recording, copying and duplication of video programmes has increased and will be increased still further with the change of video formats.

Similar increases have taken place in the production of the simpler audiovisual aids, such as slides and overhead transparencies. However, this has now levelled off as there has been no increase in the number of staff in this area of the service and they are working at full capacity. It is now becoming necessary to hire casual staff for some routine production work.

One objective of Learning Resources is the design and production of learning materials, but the Head has had to recognise that even with an extensive production service, well staffed by any standards, it can only produce about twenty five major programmes a year. There are thirty teaching departments and the number of people who benefit from the service's major productions is limited. The number of simpler audiovisual aids and projects completed, which mostly use graphic design and photographic services and take two days or less to produce, is about three hundred and fifty. However, one of the difficulties of employing experienced qualified TV producers is that they will be much more interested in video programme production than in the simpler audiovisual projects. While the quality of these full video programmes is high and while it fulfils the wishes of the TV producers, the Head of Learning Resources cannot afford to let these TV programmes dominate the support given to teaching and learning.

Since the institution is now competing for students in a fairly hostile market place, the need for promotional and publicity material has grown, largely uncontrolled and not very effectively coordinated by anybody senior in the institution. So the content of the projects is changing and there are more publicity materials than teaching materials now being produced. Although the production of public relations material is somewhat peripheral to the production of learning and teaching materials,
if the institution cannot get the students, the teaching and learning cannot take place.

The audiovisual workshop for academic staff has been run down, however. At the beginning, Learning Resources set up a do-it-yourself area for academic staff to produce their own audiovisual materials. It was found that the area was not well used, largely because most teaching staff did not have the time either to undertake their own production, nor the patience to learn, nor often the aptitude. Also academic staff quickly found that they could get more effective aids by talking though their ideas with a designer and letting him make them.

When teaching staff approach Learning Resources for assistance in producing learning materials, the library staff are involved in checking to see if any suitable materials already exist. Teaching staff make their request either through their CRO or go direct to the Head of Media Services. If they approach the service through the CRO, he/she will have undertaken a search before passing the request to the Head of Media Services. CROs do head off an number of potential enquirers by finding appropriate materials for them, so some duplication is avoided. If an approach is made direct to the Head of Media Services, he would ensure that the service did not produce materials that duplicated materials already available and he would involve the appropriate CRO at that stage.

The Head of Media Services would usually have an initial session with the member of teaching staff to frame the topic and then he would hand the member of staff over to one of his producers who plans and produces it. Outside vetting of scripts may also be undertaken before the programme is finalised.

Meetings between the teacher, the producer and the CRO are normal practice where it is applicable, particularly in relation to programmes being produced under the Educational Development Release Scheme. The Head of Media Services feels that such meetings can be valuable because they can sharpen the teachers'
thinking about the programme. The CROs often have valuable knowledge of other materials that exist, and their opinions can be useful to the teacher and the producer. It is also valuable as a communications exercise in making people aware of the implications of the programme and the work of the unit and Learning Resources.

It was originally intended that this joint meeting would be standard practice, but it does not happen as much as originally foreseen because the skills of the producers are such that the librarian may not have a great deal of input. As the producer has the skills to make a good programme and the academic has the appropriate subject knowledge, the librarian may not have much of a role, unless an extensive subject search is required before the programme can be produced.

Teaching staff regularly ask their CROs for audiovisual aids to be made from Learning Resources materials. If it is possible to obtain copyright approval, the CRO will then arrange for their production. Approach to a technician is not encouraged, although teaching staff may discover which technician is responsible for the work, and they will sometimes short circuit the system. Productions required by Learning Resources staff for user education or other purposes are also produced within the service.

Media Services is a responsive service in that most of its work involves keeping up with the requests for programmes. The service will respond more warmly to a proposal which is well thought out and manageable, and so it tends to do things that it knows how to do rather than produce programmes which are beyond its experience both in style and content, although the unit has a duty to respond to every request as far as is possible. Increasingly the unit is realising that it has good ideas and could initiate more programmes itself, then find an academic member of staff who could help them make the programme. So far teaching staff when approached in this way, have often been unresponsive to this initiative. A feeling that the teacher is right, the teacher knows, the teacher is the final arbiter still exists in some cases.
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A number of programmes produced by the unit are marketed commercially, but the income generated is small. However, work is undertaken for other institutions on a commercial basis. Where possible, preference is given to institutions that are related to the Polytechnic in some way, and concerned with the production of teaching and learning materials. Sometimes facilities are hired out to other concerns on a commercial basis but never to the disadvantage of the production programme within the polytechnic.

Productions are also made in cooperation with, and partly funded by, professional organisations who have training programmes for their membership and require the production of teaching and learning materials.

Because the service has some unusual facilities for video copying, it has links with other academic institutions who make use of these facilities.

Student use of the central production facilities is discouraged as they are not appropriate for amateur use. There is no time to spend on teaching people to use these facilities, nor can the service afford to have them damaged by inexperienced operators. However, students who can demonstrate their expertise in photography, audio recording and graphics are welcome to use darkrooms, audio equipment, the audio studio, and some graphics facilities when these are not being used for production purposes. The equipment Loans Pools will also lend equipment for student use.

Some students within the Polytechnic undertake audiovisual projects. Most of this work is carried out within departmental facilities and under academic staff supervision. On the various sites there are Learning Resource technicians who can assist in equipment loan and supervision.
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I. OTHER CENTRAL SERVICE UNITS.
The only other central service unit is the Computer Centre. A policy has been developed between the two services on computer software. Learning Resources will acquire computer software in a small number of defined areas. These include computer software when it is part of a multimedia package or with a text, and there is a certain amount of this material in the Teaching Practice collections of which there are two. Beyond that, the Computer Centre sees it as their responsibility to provide software, and teaching departments are also free to purchase their own. The Head of Learning Resources feels that if there is a major computer service, they have prime responsibility for decisions on how computing services are to be delivered. Learning Resources looks for a shared role with them, however. There is already a commitment between the two Heads to explore on every possible occasion the shared use of accommodation and the location of terminals in site libraries. In some of the remoter sites this extends to the sharing of staff at non peak times and the issue and return of computer software for microcomputers.

Word processing facilities based on Amstrad Microprocessors are now being placed in site libraries, replacing the earlier typewriters made available for student use.

Staff awareness of the work of the other unit varies. In one or two areas there is massive cooperation. The Computer Centre houses the Learning Resources computerised systems, so all of the Learning Resources technical services staff have close cooperation with the Computer Centre staff and are in and out of the Centre all the time. At the educational end the Educational Development organiser of the Release Scheme is in constant touch with the staff of the Computer Centre. There is a great deal of intermixing of staff but there has been no formal attempt to make staff aware of the work of the other service.

Overlap occurs in areas such as Viewdata services, on-line access to remote data bases, software and in other areas, but the regular meetings of the Heads of Service actually review what each service is doing and make sure that as far as is possible
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the user is not confused by such overlaps. Underlap is more serious. There is no internal viewdata system and the need for one is recognised. There is agreement in principle that it is the Computer Centre's role to provide the channels of communication and equipment and Learning Resources' to provide the information.

The Head of Learning Resources feels that there are always going to be specialist areas that need strong support and one has to be careful not to weaken the skills and specialisms the service offers by absorbing them all into one huge service.

The Head of Learning Resources does not envisage a situation in the near future where the Computer Centre and Learning Resources will amalgamate. In a sense Brighton already has a system of cooperation and coordination between the two services and both Heads are responsible to the same Assistant Director. The Heads of both services sit on the committees for both services.

Meetings of the Heads and Deputies of both services are organised at intervals.

J. WORKING AND PERSONAL RELATIONSHIPS

Relationships between the Head of Media Services and the Head of Learning Resources are very constructive. The Head of Learning Resources is excellent at representing Media Service's interests in the Polytechnic and gives the Head of Media Services considerable flexibility in the management of that arm of Learning Resources.

In general, staff relationships within the service are good. There can be occasional tensions between library and media staff when communications break down, as they occasionally do, or because of a lack of full understanding of the role of the other.

Contact between the various arms of the service at work are limited by the nature of the work done and the locations in which it is carried out. Tea breaks are not shared, although Learning
Resources does organise a number of parties for all its staff at various times. There are good relationships between the library media technicians and the resources assistants generally, as they share a form of library professionalism and their roles have begun to blur. Production technicians tend to remain separate from the library staff, however, as they do not have much day to day contact with them. This is due to differences in work schedules and different approaches to their work and for the technician every single job may be different.

It was one of the first Head of Learning Resource's hopes that the work done by the various categories of staff should become increasingly blurred and that each should be able to undertake aspects of the others work. This did not work as well as expected, not only between library staff and media staff but also the educational development staff. One of the manifestations of the stress induced by staff shortages is that people tend to start putting 'walls' around their specialism and confining themselves to a more limited area of expertise. Partly to maintain the quality of the service and to ensure that the work is done by the specialist, this has happened amongst some categories of staff of Learning Resources. Equally tensions do exist between some categories of staff. Engineers and producers are traditionally at 'daggers drawn' in broadcasting and production companies in that they have different approach to work. But of course tensions do exist within the same categories of staff, even amongst librarians.

It is at senior management level that close relationships bring benefits, with various professional skills being brought to bear on problems and this leads to better decision making.

K. LOCATION OF FACILITIES
The location of the central audiovisual production service in the same building as the main Site Services is ideal. It would not be critical if it were separated by only a short distance, but if it were located some distance away from the library or on another of the Polytechnic Sites, there would be many problems as a result.
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It is beneficial for the staff of Media Services to have the main Site Services upstairs as they see staff and students coming and going and this helps to remind them of their role within the overall service. The tendency towards insularity would be worse if the unit were in a separate and remote location, although there is still occasionally a latent feeling sometimes that this would be preferred. Also, if the unit was physically separated, it would appear as if they had little to do with the library. This would make them more vulnerable and in company with audiovisual production services in some other institutions, they would have to contend with more hostile criticism and questioning from the institution, than they receive as part of a comprehensive and well represented and integrated service within the Polytechnic.

However, having four major sites separated by twenty miles does create some problems for this integrated service. Inevitably, the furthest site does not get as much support as it might from Media Services, although the SRO at Eastbourne does attempt to maintain the highest possible level of service.

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APPENDIX 8

CASE STUDY - THE LEARNING RESOURCES CENTRE,
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CASE STUDY - THE POLYTECHNIC OF WALES LEARNING RESOURCES CENTRE

A. INTRODUCTION
The Polytechnic of Wales was founded in 1970 as the result of a merger of small educational institutions in south Wales. It is one of the smaller polytechnics in the United Kingdom and now occupies one site only, in Treforest, near Cardiff.

The staff of the institution is made up largely of practitioners who have come into teaching from the professions and industry. For the most part, students are mature and usually have work experience. Student numbers have increased from less than 1500 in 1970 to over 4500 which is the maximum the Polytechnic can take. The Polytechnic is validated by CNAA.

B. DEVELOPMENT OF THE LRC
Until 1973 the Library was predominantly print based. The present Librarian was appointed in that year and he began to develop it as a multimedia collection. Audiovisual services for the institution at that time consisted of two technicians who operated under the control of one of the teaching departments. Few of the academic staff therefore realised that they were employed to serve the whole institution. By placing the two technicians in the Library, itself an inter-faculty service, the Librarian believed that this would lead to an increase in use of the audiovisual services. Thus in late 1973, audiovisual services were linked with the Library, under the control of the Librarian. The move to develop a relationship between the audiovisual service and the Library came from the technicians initially, but the Librarian quickly developed these relationships into a formal link.

In 1974 an academic was appointed to develop a Closed Circuit Television Service and the two audiovisual technicians then moved from the Library to become part of this independent service. Close links were retained with the Library because of the good relationship between the Librarian and the academic Head of the audiovisual production service.
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In 1978, when the planning of an extension to the library building began, discussions took place between the Librarian and the Head of the audiovisual production service with a view to their becoming an integrated service when the new building was available. In 1979 the first Head of the audiovisual production service moved to a new post and the audiovisual production service was then combined with the Library to form a Learning Resource Centre made up of two services working in co-operation. Thus when the next academic head of the audiovisual production service was appointed he was nominally responsible to the Head of Learning Resources but had considerable independence, including submitting his own estimates. When he left in 1985, the decision was taken not to have another academic Head of the audiovisual production service and for the services to become a coordinated learning resource service.

The reason for this decision was that the work of Media Resources is mainly concerned with audiovisual production although the service has a responsibility for in-service teaching on two major programmes with a large media production element. The last academic Head of the service argued before he left that as the role of the unit was mainly concerned with the presentation and the production of audiovisual materials it did not require an academic in charge as there was not much 'academic' work to do. Also as much of the teaching on the two teaching programmes was conducted by lecturers on those programmes, such an academic headship was no longer required. This argument was accepted and his post was not refilled.

The Head of Learning Resources hopes to have achieved full integration of the services by 1988. At that point it is anticipated that the Educational Development Unit will also become part of the integrated service. The Learning Resource Centre will then consist of the Library, still the largest section of the service, the Media Resources Unit and the Educational Development Unit.
Thus the history of the Polytechnic of Wales Learning Resources Centre has involved all four categories of resource organisation covered in this thesis. Up to 1973 it was a predominantly print based library. On the appointment of the present librarian it became a multimedia library, quickly followed by an initial linking of the library with the audiovisual service. A year later, when the Head of CCTV was appointed to the Polytechnic, the linked service ceased until 1979 when the audiovisual production service was combined with the library to become a learning resource centre, made up of the two services working in close co-operation and under the control of the Head of Learning Resources and this is the situation at present. As from 1988, the services will become fully integrated.

Already some integration is taking place. For example, the Systems Librarian who also undertakes staff development in the Learning Resource Centre, has extended his work to cover the technical staff in the audiovisual production service. In 1985 independent estimates were submitted for each arm of the service, but in 1986 a single estimate was submitted.

The Head of Learning Resources is convinced that these resource services must be integrated in order to maximise their effectiveness. He does not believe that it makes sense to separate them any longer and he becomes more enthusiastic for integration as the service develops. He has set up the present management pattern because he believes this to be the only structure suitable for the realisation of this aim. His belief in this integrated approach for the Polytechnic of Wales has been reinforced by a number of visits he has made recently to the Learning Resources Centre of Brighton Polytechnic, which he sees as an invaluable model.

The rapid growth of the institution has affected the work of the Learning Resources Centre and previously the Library significantly. The Library was large enough to cope with student numbers when the present Head of Learning Resources, was
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appointed in 1973. The Polytechnic was not then particularly library conscious, having had a rather traditional library service up to that date. As student numbers have expanded threefold since then, and as this has been accompanied by a growth in library consciousness, the Learning Resources Centre is now grossly overcrowded and is thus unable yet to put into practice many of the plans it has made for development. The Phase two development involving a large extension to the present Learning Resources Centre building was finally started in November 1986. When completed it will relieve the pressure on the service considerably and enable many new developments to take place.

In addition, limits on public expenditure have produced difficulties. There is not the same level of finance for resources as there was some years ago and although the Polytechnic has not suffered as much as some institutions, the Learning Resources Centre has not been able to develop as effectively as it should have done.

There have been no immediate financial savings to the Polytechnic resulting from the combination of these services. Although there is no longer a director of the audiovisual production service on academic salary, a new post of deputy librarian will be created in September 1987. The original intention in 1986 was to make the deputy librarian responsible for the day to day running of the Library. However, by May 1987, the Head of Learning Resources was considering the possibility that the new Deputy Head of Learning Resources might take on the responsibility for the management of the audiovisual production service and might not necessarily be a librarian.

At present the post of Head of Media Resources is split between two technicians, who have been regraded, one in charge of administration and one in charge of production. It was expected that one of these would be promoted to become responsible for the Unit, but in the light of the possibility that the new Deputy Head of Learning Resources may not be a librarian, this may now
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be subject to change. An additional technicians post has been created. In Phase Two it is hoped that there will be a major staff injection of more than twenty, to include both technician and library staff.

The attitude of the library staff towards the concept of a learning resource centre has been mixed. Between 1979 and the present, the staff have not seen many changes and the work they were doing then is similar to the work they are doing today. The older staff were more cynical while the younger staff were more enthusiastic. The major changes will come with the completion of Phase Two when the Learning Resources Centre hopes to involved in the designing of materials as well as their dissemination. Another major change then will be the greater involvement of the library staff with audiovisual materials, both in their use and organisation.

The response to computer developments in the Library has also been varied, and again age seems to be the deciding factor. A number of staff have gone overboard on computer development and it is difficult to control their enthusiasm, with the result that some of them are re-inventing the wheel and wanting to develop systems in their own way without co-ordination. The Head of Learning Resources feels that this is a problem he may have helped to create as he has always given his subject librarians considerable freedom to develop as they like.

Academic staff response to the change has been minimal. Some possibly do not realise that a change has taken place, while others say they can now complain to the Head of Learning Resources rather than to the technicians in the audiovisual production service.

Although Students have access to a range of audiovisual materials in the Learning Resource Centre, it is not as wide a range as the Head of Learning Resources would wish because of pressure of space and lack of funds. Few facilities for using the newer media
in the Library collection exist as yet, and videocassettes and most of the more recent audiovisual materials are still stored and referred to in Media Resources. This is presently located in the basement of the library building and its location is such that it is not immediately obvious. Student response therefore has also been minimal.

When Phase Two is completed, all audiovisual materials will be on open access and partially integrated into the main library collection and the equipment will be openly displayed in the Library nearby. 130 computer terminals are also to be located in the Learning Resource Centre. These developments may lead to a change in student attitudes.

The name Learning Resource Centre was chosen as it implies one centre for all information. The term Educational Technology Centre was discussed but it was felt that this was too specialised a title.

C. MANAGEMENT

The aims and objectives of the Learning Resource Centre are defined by its Head as the design, production, acquisition, storage and exploitation of the teaching and learning materials relevant to the Polytechnic. "The Library, together with the Media Resources Unit, forms the Learning Resources Centre of the Polytechnic. It plays a key role in the educational life of the institution, providing learning materials to meet the needs of all students and staff." (1)

One of the major problems related to the development of the role of the Learning Resources Centre is that it is not always seen by the teaching departments as being an academic department. This leads to queries about the right of the Learning Resource Centre to tell teaching staff how to teach or lecture and how to design teaching materials. While the Head of the Learning Resource Centre sees one of its roles as the design of teaching materials, many teaching staff see it as a service department which should
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be demand lead, rather than creating demand. This problem could well be eased when the Education Development Unit is integrated with the Learning Resource Centre.

The interests of the Head of the Learning Resource Centre are wide-ranging both inside the Polytechnic and outside in the profession. He is currently one of the CNAA Library Visitors. His own interests within the Learning Resource Centre and within the Polytechnic are such that, because he is known as a person who gets things done, he tends to be given work which is not strictly part of the work of his service and which he does not like to turn down. While this is good for the reputation of the Learning Resource Centre he recognises that he is not always able to give some items the priority they need and that he may be falling down on certain things, particularly as he does not yet have a deputy. He is especially interested in the development of learning resources though not necessarily in the technical systems involved. He is also interested in the development of teaching and learning methods and is paying more attention to this although this does bring the response from teaching departments stated above as to why he is involving himself in this area. He is being forced to pay more attention to media production as there is no one else at a senior level able to do this now.

His background experience includes lecturing, hence his interest in teaching and learning methods, and a range of public library posts.

He feels that it does not matter whether a head of learning resources is a librarian or a media specialist provided that he/she is a good manager. He believes that the lecturing experience he has had has been useful because it gives him greater credibility with the teaching staff and justifies his interest in teaching/learning methods and in having the design of teaching materials as one of the Learning Resource Centre's objectives. He believes that it is appropriate that most Heads of Learning Resource Centre's are librarians, because the Library is
still the major component of an Learning Resource Centre. However, he does not consider it to be necessary as the ability to manage effectively is the most important requirement.

He admits that there is a danger that previous experience can influence decisions about the development of one aspect of the Learning Resource Centre more than another and he has to keep reminding himself that it is not just a library any longer. But to many users print on paper is still the most important communication medium. However, looking ahead ten to fifteen years it is possible that his service could well be producing the majority of the materials for open learning courses. It may well be that the design and production of such materials becomes more important than the storage of published materials.

Co-ordination between the various elements of the service is carried out by regular meetings with the heads of library sections, senior library staff and one of the audiovisual technicians and by maintaining an open door. The Head of Learning Resource Centre finds that the technical staff rely on him increasingly to back them up when pressure is being applied, for instance when teaching staff require materials in a hurry.

Understanding the terminology when attempting to communicate with media staff can be difficult although the Head of Learning Resources believes that this is increasingly becoming a problem in librarianship as well. By reading, attending conferences, making appropriate visits and increasing his knowledge of educational technology, by involving himself in the production process, by producing his own programmes, the Head of Learning Resources has become more familiar with the work of the audiovisual production service.

The Head of Learning Resources is a member of the Academic Board, and sits on various other Polytechnic Committees. The Learning Resources Centre is represented on all Course and Faculty Boards. However, he feels that the amount of influence he has is very
much a matter of personality. Committee representation is not always the most effective way of influencing the decision making processes within the institution as many decisions are made outside the committees. Thus it is the relationship between the Head of Learning Resources and other senior members of the institution that is of most importance, and these are good. The Head of Learning Resources believes that his influence has developed within the institution over the years for this reason and not because of the development of the Learning Resource Centre. Indeed, the Learning Resource Centre has developed because of his influence.

Before the Learning Resource Centre was established at the end of the 1970's the audiovisual production service was small and had little influence in the institution. One of the benefits of becoming part of the Learning Resource Centre is that it has far better access to management than before and thus has greater influence.

Funding now comes from management for the Learning Resource Centre as a whole and the Head of Learning Resources apportions the money within the service. He prefers this method of funding as it gives him more flexibility in its distribution and management.

The selection of materials for the Learning Resource Centre is done by the subject librarians. Academic staff complete recommendation cards and pass them on to the subject librarians for items they wish to be included in the stock. Up to the present, the Learning Resource Centre has been able to meet most of the recommendations of the teaching staff, but as the amount of money available gets tighter there is greater pressure from teaching departments to have their recommendations met. However, the Head of Learning Resources feels that the Learning Resource Centre has to maintain a balance between staff recommendations and the range of suitable information available. If staff recommendations are fulfilled exclusively there will be an
in balance of stock due to some members of teaching departments ordering more materials for their own subjects than others. Surprisingly, even in those departments most concerned with modern technology, the recommendations are mainly for book and periodical materials and not for the more recent audiovisual materials. However, the Head of Learning Resources believes that many of the items recommended by staff are required more for institutional or personal research than for teaching or learning purposes.

In addition, all teaching materials required by academic staff and paid for from departmental funds are supposed to pass through the hands of subject librarians in the Learning Resource Centre. The aim of this is to reduce duplication of orders. There is a central record of invoices for nearly all teaching and learning materials ordered but it is not an easily used record in its present form. Some duplication between materials ordered by teaching departments and the Learning Resource Centre is prevented largely by subject librarians remembering when an item has previously been ordered. There was a recent attempt to cut down on teaching materials going into teaching departments on the basis that they should be freely available in the Learning Resource Centre, but achieving this aim has not been without its difficulties. It was finally decided that the permission of the Polytechnic Director was necessary before items could be located in teachers' rooms and this tough line cut down the number of materials going into teaching departments.

The Head of Learning Resources feels that it would be beneficial to the institution to have a complete record of all teaching and learning materials in the Polytechnic and in the early days of the Learning Resource Centre it was his intention to produce one. However, he has never had the resources to undertake this task satisfactorily. Given the appropriate staffing such a record should be compiled by the Learning Resource Centre.
D. LINKS WITH TEACHING STAFF AND STUDENTS

It has not been found easy to publicise the service within the institution. A newsletter was tried some years ago which lasted for two years and then faded, and attempts are being made to revive it at present although the difficulty still remains for the Learning Resource Centre staff to find time to write items for it. There is a library guide given to new students and members of staff, and a handbook is currently being prepared for the audiovisual production service. The Head of Learning Resources hopes to produce a new series of small brochures on various aspects of the service to replace the present large library guide. A computerised guide to the services is also under consideration for Phase Two.

The most library conscious academic staff are those in the areas of law, social sciences, humanities and business studies. However, some of the staff who teach practical subjects, for example engineering, were not particularly library conscious until recently when an enthusiastic subject librarian was appointed to cover their subjects and who has been undertaking some 'missionary' work with them. Students tend to be heavy users of the library.

Links with teaching staff are effected largely by subject librarians sitting on the Course boards that exist for every course within the Polytechnic. The media technicians sit on the Course Boards of the two courses with high media content. There are also library staff sitting on Faculty boards. The Learning Services Committee consists of academic staff, students, Learning Resource Centre staff and Computer Unit staff. Thus this Committee forms a formal link between the Learning Resource Centre and the Computer Unit.

Learning Resource Centre representation on Faculty Boards has not proved to be especially beneficial due to their impersonality, while representation on Course Boards is more successful, although this varies with the subject, the personality of the subject librarian and his/her relationship with the teaching
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staff. For instance, there are good relationships between the subject librarians and the academic staff in the humanities, social sciences and law, thus there is a much greater awareness of the role of the Learning Resource Centre on those Course Boards. In Law, the Law Librarian is more involved in "teaching" with the students than are the other subject librarians. When sitting on Course or Faculty boards the subject librarian represents both the Library and the media production arms of the Learning Resource Centre, but this may not always be fully recognised either by the Learning Resource Centre staff or the Committees they sit on.

One of the arguments used originally by the Head of Learning Resources to obtain Learning Resource Centre representation on these Boards was that they would not only be looking at the links between the course and the Library, but also the way in which the course is taught so that they could make recommendations on teaching methods and assist in the production of suitable materials. This is one of the hardest areas for the Learning Resource Centre staff to deal with and it is felt that not all the subject librarians have the confidence to undertake this aspect of their work and thus is an area which needs further development.

Before combination with the Library, the audiovisual production service had no representation on Course Boards other than the two with significant media components. However, representation for library staff on all Course Boards had been accepted in 1975 as a result of the Librarian's efforts. Curriculum development is dealt with by Course Boards and thus the Learning Resource Centre is aware of and involved in this.

Both the Communications degree course and the Humanities degree have substantial media strands throughout the course. Video, audio and low level film production is taught. Surprisingly perhaps, film production is to be increased, as the Polytechnic has strong links with HTV where film is still heavily used in TV production.
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On a number of courses now, including estate management and civil engineering, there are user education modules which are assessed as part of the student's course. The Learning Resource Centre is attempting to make these assessed user education modules a major feature with all Course Boards and to this end one of the Learning Resource Centre staff is currently undertaking a Bachelor of Education Degree at Cardiff University, where his work on user education programmes has been accepted for his assessed teaching practice. On completion of the degree he will co-ordinate and train all subject librarians in their user education work.

Prior to 1973, there was little involvement in user education by the Library as the service had been both passive and traditional. One of the present Librarian's first priorities in 1974 was to establish with the Academic Board that the Library should have a twelve hour slot in all courses for user education programmes. Initially this work was undertaken by the Librarian, but when subject librarians were established in 1975 this work passed to them. Currently some courses have less than twelve hours user education and some have more.

The involvement of the Learning Resource Centre in the educational development of teaching staff will change dramatically when the Phase Two building is ready and when the Educational Development Unit is integrated with the Learning Resources Centre. At present, the Learning Resource Centre runs courses for teaching staff on the use of learning materials, organises seminars in the Polytechnic on open learning and evaluation and similar subjects. Currently most educational development for academic staff, and also for students, is dealt with by the Staff Development Officer, an ex-science lecturer and Head of the Educational Development Unit, whose appointment was as a result of CNAA pressure.

There is a close relationship between the Head of Learning Resources and the Staff Development Officer, resulting in much co-operation and regular meetings. Although independent at
present, the Staff Development Officer welcomes the prospect of becoming part of the Learning Resource Centre when space becomes available for his Unit in the new building. He also believes that amalgamation with the Learning Resource Centre is the correct development, and has been working closely with the Learning Resource Centre for some time. Many of the facilities he requires in his work are already in the Learning Resource Centre and amalgamation will make his work easier and more effective.

Although no induction course was organised for new academic staff in 1986, in previous years there have one year programmes for new staff organised by the Staff Development Officer. The Learning Resource Centre was involved in these courses and contributed modules to it. New library staff were able to participate in this programme and although some of the new academic teaching staff dropped out of the course, the new library staff did not. The first few weeks of the course took the form of an orientation course, followed by more detailed sessions on constructing learning objectives, teaching methods and evaluation.

E. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
The Head of Learning Resources is concerned that although individual teaching staff will initiate the purchase of audiovisual materials for use with students, through their departments, they do not recommend the purchase of these materials by the Learning Resource Centre. Although it is laid down that all teaching materials for departmental use are to be ordered through the Learning Resource Centre, in practice this does not always happen. It is possible for an order to go through the finance division of the Polytechnic worded in such a way that the finance staff will not recognise that it is for teaching materials or packages and hence they do not inform the Learning Resources Centre. There is no doubt that audiovisual materials are increasingly being used by teaching staff in their work, but they appear to prefer to have their own personal copy to hand, even if they are only going to use the item once a year, rather than make it available in the Learning Resource Centre.
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Both teaching staff and students show a preference for the video format and the students are also interested in computer programmes. As yet, teaching staff are not including the newer materials on reading lists to any extent.

Audiovisual materials are treated as a normal part of the library stock, and there is no librarian with special responsibility for them. When Phase Two was first initiated, the Head of Learning Resources did designate one of his staff as audiovisual librarian, but the subject librarians told him that this post was unnecessary as audiovisual materials were part of their responsibilities and the designation was dropped. However, the Head of Learning Resources still feels that such a post may well be necessary as he feels that a senior member of staff has to give the newer media a high priority and to 'evangelise' for its acceptance by the subject librarians. The problem of appointing such a person relates to where they fit in the management structure, as they straddle so many areas and sections of the service.

All Learning Resources materials are included in the main library catalogue, although the more recent formats sometimes do not get catalogued as quickly as the book materials.

Professional librarians on the staff do not yet think multimedially in response to a subject enquiry because of the low proportion of the newer materials in the Library. A multimedia response is expected to become normal practice when audiovisual materials are integrated in the main Library.

If an expressed need from a user cannot be satisfied from existing stock an attempt is made first to obtain the information from elsewhere. If this is not possible then the audiovisual production service examines the possibility of creating an audiovisual teaching package to meet the need, and a number have already been created.
The latest information formats, such as CD-Rom and the Domesday Book will be included in the Library as appropriate materials become available.

The Library has tried in the past, although not systematically, to collect copies of teachers' audiovisual aids, and recordings of lectures. Extra copies of slides made for teaching staff have been made and indexed in the Library, for example. This has not been tackled fully yet, due to organisational problems and lack of space, but will be done when circumstances permit.

F. IN-HOUSE PRODUCTION FACILITIES

The Head of Learning Resources does not see the role of the Learning Resource Centre simply as disseminating commercially available information. He is firmly convinced that the Learning Resource Centre is there to produce materials to meet needs if no suitable materials already exist. He sees the role of the Learning Resource Centre to provide information and produce teaching/learning materials in whatever form they are needed, or to recreate information in a form in which the particular member of staff or student requires it.

Teaching staff are already using library materials to create their own audiovisual aids, to make slides, overhead transparencies and handouts. It is still customary to turn to the media production staff to have the materials made, though the Head of Learning Resources will seek to integrate this process more completely with the subject librarians in the near future. However he still believes that the relevant technician should be involved in talking with the person requiring the audiovisual materials to be sure that they get exactly what they want.

Audiovisual production is usually initiated by teaching staff. However, the Learning Resource Centre has developed a range of user education programmes and has acted when gaps in the availability of information have appeared. The Head of Learning
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Resources feels that this may not yet be done as much as it should be. When teaching staff require audiovisual materials producing they make a request to the appropriate technician in the Learning Resource Centre. At present, it is more by chance than design that a librarian may be involved in carrying out a search to see if any suitable materials already exist. In future, the Head of Learning Resources plans that teaching staff will approach the Educational Development Unit within the Learning Resource Centre who will then liaise with the appropriate subject librarian and the technician to ensure a systematic approach to the request.

Materials produced by Media Resources began to be placed in the library when the Learning Resource Centre was formed and are now added as a matter of course. A video and a central photographic collection are now being built up, in addition to the other resource materials produced.

Students are also involved in making audiovisual projects for assignment. They work closely with the technicians once their assignments have been given to them by the academic staff. The Library is often involved in finding materials for the project.

At present there is no 'do it yourself' production centre in the Learning Resource Centre for teaching staff. However, such an area is planned for Phase Two in the form of a self-help workshop with sound recording facilities, photocopiers, transparency makers, drafting tables, slide copier, headliners and a film editing table. Professional help would be available if required.

At present the Learning Resource Centre does not publish any of the programmes it has produced for external use, although the Unit does undertake production work for external organisations on a commercial basis. The Polytechnic runs a service called 'Polylink', an industry linked scheme in which companies pay an annual subscription for assistance. The Learning Resource Centre is involved in this scheme by producing materials for subscribing
APPENDIX 8. THE POLYTECHNIC OF WALES

companies as well as providing information.

The aim of the audiovisual production service before it combined with the Library was to produce audiovisuals for teaching purposes, mainly the simpler aids such as slides and overhead transparencies. When the CCTV Unit was set up the emphasis moved towards video. Currently demands on the Unit are increasing for both the simpler aids and video, with the major throughput of the Unit being in photography, mainly in the form of slides. CCTV is now dead, although video is being used in a variety of forms.

Audiovisual presentation equipment is normally held in teaching areas throughout the Polytechnic. The Learning Resource Centre is responsible for this equipment and its servicing, and the media staff undertake this work. The Media Unit also has additional presentation equipment for loan to staff. The media off-air room houses a collection and catalogue of video materials, where teachers can browse and make their choice.

Before the Learning Resource Centre came into being, the Library selected its own audiovisual equipment, which received irregular maintenance by the media staff. Response to repairs was slow, and the technicians practised and still practise first line maintenance only. Since the establishment of the Learning Resource Centre the response by the technicians to repairs has improved and the media staff advise on purchases of equipment to ensure standardisation. When Phase Two is completed there will be a technician appointed to undertake maintenance and repair duties only.

All audiovisual equipment is purchased through the media unit, although occasionally a teaching department may obtain equipment outside the normal channels. There are Polytechnic standards laid down on various types of equipment, such as the use of VHS rather than Betamax videocassette recorders. These standards have been created by the Head of the Learning Resource Centre and the technical staff, and these are then taken to the Learning Services Committee to obtain Polytechnic agreement.
APPENDIX 8. THE POLYTECHNIC OF WALES

G. OTHER CENTRAL SERVICE UNITS

The computer centre started in 1974, and has its own collection of manuals and software but does not offer a library service. Computer software for users is not yet available in the Learning Resource Centre but discussions are to take place with the Head of the Computer Centre to attempt to make such programmes available. The Head of the Learning Resource Centre believes that computer software should be available in the Learning Resource Centre and has planned for over 130 computer points in the Phase Two building. At present, users requiring access to computer programs go either to their departmental computer facilities or to the Computer Centre. The Learning Resource Centre has been unable to set up computer facilities so far because of the extreme lack of space.

The Head of the Computer Unit was appointed on the same grade as the Head of Learning Resources. The Unit has 35 staff, and is a major department within the Polytechnic.

Co-operation is good with the Computer Unit staff, who have been involved with the setting up of the computerised library system, and they also provide support on other library developments. The Systems Librarian has undertaken a Postgraduate Diploma in Computer Studies in the Computer Unit. The Head of Learning Resources does not envisage any problems in relationships in the foreseeable future.

The Learning Services Committee oversees both the Learning Resource Centre and the Computer Unit, and the Heads of both services co-ordinate at a personal level. However, the staff in both services are not fully aware of what the other service does. In early 1986 the Head of Learning Resources organised a training course to correct such a lack of awareness between the library and media staff. There is a case for mutual awareness of the other service.
APPENDIX 8. THE POLYTECHNIC OF WALES

Overlap between the two services could develop with the publication and acquisition of the most recent information formats, such as CD-Rom and interactive video disc, but the Head of Learning Resources does not see this leading to problems within the Polytechnic. He sees any overlap being worked out on a personal basis.

When Phase Two commences, the Head of Learning Resources envisages greater co-operation with the Computer Unit taking place and ultimately, depending on how teaching/learning methods develop, it could be that some form of amalgamation could be beneficial to the institution, in the same way that amalgamation with the audiovisual production service has been beneficial.

The Learning Resource Centre is still developing, having extended its role to include audiovisual production and the design of teaching materials, which will be enhanced by the amalgamation of the Learning Resource Centre with the Educational Development Unit in 1988. The Computer Unit is losing its purpose to some extent as microcomputers become more powerful and readily available. Thus in five or ten years time it is possible that there will no longer be the need for a Computer Unit in its present form, but rather there will be computer specialists in teaching departments and service units such as the Learning Resource Centre. It could well be that there is a parallel between the development of CCTV and electronic news gathering equipment and the mainframe computer and microcomputers and the computer Unit could well become as obsolete as the CCTV studio.

I. WORKING AND PERSONAL RELATIONSHIPS

Working relationships between the library and the technical staff are good, as they were before amalgamation. The Polytechnic is known as a happy institution - 'Polyhappus - the happy poly', being well integrated and with little friction between departments.
APPENDIX 8. THE POLYTECHNIC OF WALES

The Head of Learning Resources would like to see both arms of the Learning Resource Centre staff mixing together more than they do at present, however. The staff take tea separately, the technical staff preferring to take tea in their own area as they want to be on hand, and they are reluctant to mix in the main staff room. He hopes that Phase Two will bring a closer mixing of staff at work and socially. He has organised various working parties made up of both arms of the service working together to solve the various problems posed by the new building and this also may make for closer links.

J. LOCATION OF FACILITIES
The audiovisual production service is currently located in the Learning Resource Centre building and this arrangement will continue when the Phase Two building is added. The Learning Resource Centre is centrally situated on the campus of this single site polytechnic.

BIBLIOGRAPHY
NOTE Where * appears against the name of an Institution in the following Appendix, it denotes an Institution which did not reply to the Questionnaire but about whom sufficient information could be found to place it in the appropriate category. SEE Chapter 2, The Survey.
APPENDIX 9. SURVEY RESULTS

CATEGORY 1. PREDOMINANTLY PRINT BASED LIBRARIES

1.1. Institutions with LIBRARIES in this category.

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Date of formation of the present library service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central School of Speech and Drama</td>
<td>1973</td>
</tr>
<tr>
<td>North Cheshire College</td>
<td>1979</td>
</tr>
<tr>
<td>North Riding College</td>
<td>1947</td>
</tr>
</tbody>
</table>

Universities

- Aberystwyth, University College of Wales: 1872
- Bradford, University of: 1959
- Bristol, University of: 1883
- Buckingham, University of: 1973
- Cambridge University: 1420
- Cardiff, University College: 1883
- Cranfield Institute of Technology: 1946
- Durham University: 1832
- Essex, University of *: 1964
- Keele, University of: 1962
- Leeds, University of: 1904
- Liverpool, University of *: 1903
- Loughborough University of Technology: 1955
- Manchester University: 1851
- North Wales, University College of: 1884
- Nottingham, University of: 1948
- Oxford, University of (Bodleian Library): 1602
- Reading University: 1892
- St David's University College, Lampeter: 1827
- Swansea, University College of: 1921
- Wales, University of, Institute of Science and Technology *: 1978
- Warwick, University of: 1978
- York, University of: 1962

1.1.1. INSTITUTIONS which are the result of a merger of institutions or of a change of status.

- Bradford, University of
- Central School of Speech and Drama
- Loughborough University of Technology
- North Cheshire College
- Nottingham, University of
- Warwick, University of
## APPENDIX 9. SURVEY RESULTS

### 1.2. Institutions where the LIBRARIES have their own production or reprographic facilities.

**Abbreviations:**
- copy = Photocopying
- foto = Photographic
- mf = Microfilming
- print = Printing

<table>
<thead>
<tr>
<th>Institution</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberystwyth, University College of Wales</td>
<td>copy, foto, mf, print</td>
</tr>
<tr>
<td>Bradford, University of</td>
<td>copy</td>
</tr>
<tr>
<td>Bristol, University of</td>
<td>copy</td>
</tr>
<tr>
<td>Buckingham, University of</td>
<td>copy</td>
</tr>
<tr>
<td>Cambridge University</td>
<td>copy, foto, mf.</td>
</tr>
<tr>
<td>Cardiff, University College</td>
<td>copy</td>
</tr>
<tr>
<td>Central School of Speech and Drama</td>
<td>copy, foto, Reprographic Phototypesetting Graphic design copy.</td>
</tr>
<tr>
<td>Cranfield Institute of Technology</td>
<td></td>
</tr>
<tr>
<td>Durham University</td>
<td>copy, foto, mf.</td>
</tr>
<tr>
<td>Essex, University of *</td>
<td>copy</td>
</tr>
<tr>
<td>Keele, University of</td>
<td>copy</td>
</tr>
<tr>
<td>Leeds, University of</td>
<td>copy</td>
</tr>
<tr>
<td>Liverpool, University of *</td>
<td>copy</td>
</tr>
<tr>
<td>Loughborough University of Technology</td>
<td>copy, foto, mf.</td>
</tr>
<tr>
<td>Manchester University</td>
<td>copy</td>
</tr>
<tr>
<td>North Cheshire College</td>
<td>copy, foto, mf.</td>
</tr>
<tr>
<td>North Riding College</td>
<td></td>
</tr>
<tr>
<td>North Wales, University College of</td>
<td>copy, foto, print.</td>
</tr>
<tr>
<td>Nottingham, University of</td>
<td></td>
</tr>
<tr>
<td>Oxford, University of</td>
<td>copy, foto, mf.</td>
</tr>
<tr>
<td>Reading University</td>
<td></td>
</tr>
<tr>
<td>Swansea, University College of Wales, UWIST *</td>
<td>copy</td>
</tr>
<tr>
<td>Warwick, University of</td>
<td>copy, foto, mf.</td>
</tr>
<tr>
<td>York, University of</td>
<td></td>
</tr>
</tbody>
</table>

### 1.3. Institutions with separate AUDIOVISUAL PRODUCTION SERVICES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberystwyth, University</td>
<td>College of Wales Audiovisual Aids c1968</td>
</tr>
<tr>
<td>Bradford, University of</td>
<td>Educational Development Service 1969</td>
</tr>
<tr>
<td>Bristol, University of</td>
<td>Bristol University Film Service 1970</td>
</tr>
<tr>
<td></td>
<td>Language Laboratory and Projection Services Centre c1960</td>
</tr>
<tr>
<td></td>
<td>Arts Faculty Photographic Unit 1961</td>
</tr>
<tr>
<td></td>
<td>Audio-visual Aids Unit</td>
</tr>
<tr>
<td>Cambridge University</td>
<td>Centre for Educational Technology closed in 1986. There are now AV tech-</td>
</tr>
<tr>
<td>Cardiff, University College</td>
<td>nicians in various teaching departments.</td>
</tr>
<tr>
<td></td>
<td>Media Resources 1973</td>
</tr>
<tr>
<td>Central School of Speech and Drama</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 9. SURVEY RESULTS

<table>
<thead>
<tr>
<th>University/College</th>
<th>Audiovisual Service/Resource Centre</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durham University</td>
<td>Teaching Resources Centre in the School of Education</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Essex, University of *</td>
<td>Educational Technology Unit</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Keele, University of</td>
<td>Educational Technology Unit</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Leeds, University of</td>
<td>Audio-visual service</td>
<td>*</td>
<td>1965</td>
</tr>
<tr>
<td>Liverpool, University of *</td>
<td>Centre for Communication Studies of Technology</td>
<td>*</td>
<td>1972</td>
</tr>
<tr>
<td>Loughborough University</td>
<td>Audio-visual Services</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Manchester University</td>
<td>Audio-visual Aids</td>
<td>*</td>
<td>pre-1970</td>
</tr>
<tr>
<td>North Cheshire College</td>
<td>College Resources Centre</td>
<td>*</td>
<td>1975</td>
</tr>
<tr>
<td>North Riding College</td>
<td>Engineering Faculty Workshop</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Nottingham, University of</td>
<td>Medical School Audio Visual Services Unit</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Oxford, University of</td>
<td>Language Teaching Centre</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Reading University</td>
<td>Academic Support Centre &amp; Palmer Lecture Theatre Services</td>
<td>*</td>
<td>1970</td>
</tr>
<tr>
<td>St David's University College, Lampeter</td>
<td>Closed Circuit Television Centre 1969/70 Combined with Computing Service</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Swansea, University College of</td>
<td>Audio-visual Centre</td>
<td>*</td>
<td>1969</td>
</tr>
<tr>
<td>Warwick, University of</td>
<td>Audio-visual Centre</td>
<td>*</td>
<td>1967</td>
</tr>
<tr>
<td>York, University of</td>
<td></td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

1.4. Institutions where the AUDIOVISUAL PRODUCTION SERVICE:—

1.4.1. makes its own productions available
1.4.2. has its own audiovisual library, consisting of its own productions and commercial audiovisual productions,
1.4.3. makes its productions available for use in the Library of the institution.

<table>
<thead>
<tr>
<th>Institution</th>
<th>1.4.1</th>
<th>1.4.2</th>
<th>1.4.3</th>
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<td></td>
</tr>
<tr>
<td>Bradford, University of</td>
<td>Y</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Bristol, University of</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Cambridge University</td>
<td>Y</td>
<td>Y</td>
<td>none</td>
</tr>
<tr>
<td>Central School of Speech and Drama</td>
<td>Y</td>
<td>Y</td>
<td>none</td>
</tr>
<tr>
<td>Durham University</td>
<td>Y</td>
<td>Y</td>
<td>none</td>
</tr>
<tr>
<td>Keele, University of</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Leeds, University of</td>
<td>Y</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Loughborough University of Technology</td>
<td>Y</td>
<td>Y</td>
<td>some</td>
</tr>
<tr>
<td>Manchester University</td>
<td>Y</td>
<td>none</td>
<td>all</td>
</tr>
<tr>
<td>North Cheshire College</td>
<td>Y</td>
<td>Y</td>
<td>all</td>
</tr>
<tr>
<td>North Riding College</td>
<td>Y</td>
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<td></td>
</tr>
<tr>
<td>Nottingham, University of</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Oxford University</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Reading University</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>St. Davids University College, Lampeter</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Swansea, University College of</td>
<td>Y</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>Warwick, University of</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>York, University of</td>
<td>Y</td>
<td>some</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 9. SURVEY RESULTS

1.5. Institutions with other SEPARATE AUDIOVISUAL LIBRARIES OR COLLECTIONS open to teaching staff and students apart from those in the audiovisual production service or the library.

Aberystwyth, University College of Wales
Bristol, University of
Cranfield Institute of Technology
Durham University
Leeds, University of
Loughborough University of Technology
North Riding College
North Wales, University College of

(Departmental collns.
Drama Department
Theatre Collection
Business School
Departmental collns.
Departmental collns.
Departmental collns.
Departmental collns.
Music Library
(Although the Music Library is separate, it is staffed by library staff.)

Nottingham, University of
Oxford, University of

Reading University

St David's University College, Lampeter
Swansea, University College of

1.6. Institutions where there have been MOVES TOWARDS THE LIBRARY SERVICE BEING COORDINATED WITH OR AMALGAMATED WITH OTHER RESOURCE SERVICES OR COLLECTIONS. In chronological order.

Aberystwyth, University College of Wales. 1976
North Riding College. 1980
Reading, University of. c.1980
Cranfield Institute of Technology. 1984
Nottingham, University of. 1985
Keele, University of. 1987
APPENDIX 9. SURVEY RESULTS

CATEGORY 2. MULTIMEDIA LIBRARY

2.1. Institutions with LIBRARIES in this category.

The name of the service is given if this is other than 'Library' or 'Library Service'.

Colleges

Bishop Grosseteste College, Lincoln *
Bretton Hall College of Higher Education
   Library and Learning Resources
Cambridgeshire College of Arts & Technology
   c1930
Chester College of Higher Education
   c1840
Christ Church College of Higher Education
   1962
Crewe & Alsager College of Higher Education
   1974
Derbyshire College of Higher Education
   Library and Resource Centre
   1983
Dorset Institute of Higher Education
   Library Services Unit
   1976
Gwent College of Higher Education
   Library Services Unit
   1975
Luton College of Higher Education *
   Resources Service
   1968
Newman College of Education, Birmingham, Library and
   Resources Service
   1979
Roehampton Institute of Higher Education
   1964
St. Martin's College, Lancaster
   1962
St. Marys College of Higher Education, Twickenham
   1984
Slough College of Higher Education
   1976
Trinity College, Carmarthen
   1979
Westhill College, Selly Oak
   1980
West Sussex Institute of Higher Education
   1977
Worcester College of Higher Education
   1947
Southampton Institute of Higher Education
   1983

Polytechnics

City of Birmingham Polytechnic *
Bristol Polytechnic
   1970
Coventry Lanchester Polytechnic
   1970
Hatfield Polytechnic
   Library and Information Service
   1969
Huddersfield Polytechnic
   1970
Lancashire Polytechnic
   Library and Learning Resources Service
   1974
Leicester Polytechnic
   1976
Liverpool Polytechnic
   1970
Manchester Polytechnic
   1970
Newcastle upon Tyne Polytechnic
   1969
Oxford Polytechnic
   1976
Portsmouth Polytechnic
   1956
Sunderland Polytechnic
   1975
Teeside Polytechnic
   1983
Trent Polytechnic
   1978
Wolverhampton, The Polytechnic
   1978
APPENDIX 9. SURVEY RESULTS

Universities
Aston University  Library and Information Services  1952
Bath, University of  1966
Birmingham, University of *  1900
Brunel University  1966
City University  1966
East Anglia, University of  1964
Exeter University  1964
Hull, University of  1929
Kent, University of  1965
Leicester, University of  c1920
London University  1838
Newcastle Upon Tyne University  1926
Open University, Milton Keynes  1969
Sheffield University  c1880
Southampton, University of  1882
Surrey, University of  1966

2.1.1. INSTITUTIONS which are the result of a merger of institutions or of a change of status.

Bath, University of
City of Birmingham Polytechnic *
Birmingham, University of *
Bristol Polytechnic
City University
Coventry Lanchester Polytechnic
Crewe & Alsager College of Higher Education
Derbyshire College of Higher Education
Dorset Institute of Higher Education
Gwent College of Higher Education
Hatfield Polytechnic
Huddersfield Polytechnic
Lancashire Polytechnic
Leicester Polytechnic
Liverpool Polytechnic
Manchester Polytechnic
Newcastle upon Tyne Polytechnic
Oxford Polytechnic
Roehampton Institute of Higher Education
Slough College of Higher Education
Southampton Institute of Higher Education
Sunderland Polytechnic
Trent Polytechnic
West Sussex Institute of Higher Education
Wolverhampton, The Polytechnic
APPENDIX 9. SURVEY RESULTS

2.2. Institutions where the LIBRARIES have their own production or reprographic facilities.

Abbreviations:

- copy = photocopying
- foto = photographic
- mf = microfilming
- print = printing

Aston University
Bath, University of
City of Birmingham Polytechnic *
Birmingham, University of *
Bretton Hall College of Higher Education
Bristol Polytechnic
Brunel University
Cambridgeshire College of Arts & Technology
Chester College of Higher Education

Christ Church College of Higher Education
City University
Coventry Lanchester Polytechnic
Crewe & Alsager College of Higher Education
Derbyshire College of Higher Education

Dorset Institute of Higher Education
East Anglia, University of
Exeter University
Gwent College of Higher Education
Hatfield Polytechnic

Huddersfield Polytechnic
Hull, University of
Kent, University of
Lancashire Polytechnic
Leicester, University of
Leicester Polytechnic

Liverpool Polytechnic

London, University of
Manchester Polytechnic
APPENDIX 9. SURVEY RESULTS

Newcastle upon Tyne Polytechnic

Newcastle Upon Tyne University

Newman College of Education, Birmingham
Open University
Oxford Polytechnic
Portsmouth Polytechnic
Roehampton Institute of Higher Education

St. Martin's College, Lancaster
St. Marys College of Higher Education
Sheffield University

Slough College of Higher Education
Southampton Institute of Higher Education

Southampton University
Sunderland Polytechnic
Surrey, University of
Teeside Polytechnic

Trent Polytechnic
Westhill College, Selly Oak
West Sussex Institute of Higher Education
Wolverhampton, The Polytechnic
Worcester College of Higher Education

(The library building provides shared facilities for the Library service and Media Services, which is separately managed.)

2.3. Institutions with separate AUDIOVISUAL PRODUCTION SERVICES

Aston University  Audio-Visual & Photographic Services  1958
Aston University  Birmingham Film & Video Workshop  1979
Aston University  Centre for Extension Education  1983
Bath, University of  Educational Services Unit  1970
(City of Birmingham Polytechnic *
Educational Development Unit

* (moving into the School of Education) 1987
APPENDIX 9. SURVEY RESULTS

Birmingham, University of  
Television and Film Unit  1967
Bretton Hall College of Higher Education  1968
Media Centre (Disbanded 1986, although  
elements of it still remain.)
Bristol Polytechnic  
Centre for Educational Services  1973
Brunel University  
Audio-Visual Service  1966
Cambridgeshire College of Arts & Technology  c1955
Audiovisual Unit
Chester College of Higher Education  
Resources Centre  1975
Christ Church College of Higher Education  
Radio, Film & TV Department  1980
Audio Visual Aids Technicians  1980
City University  
Audio-Visual Aids Unit  1971
Coventry Lanchester Polytechnic  
TV Production Unit  1975
(reformed as)  
Learning Services Unit  1986
Crewe & Alsager College of Higher Education  
Resources Centre  1974
Derbyshire College of Higher Education  
Media Services Section  1984/5
Dorset Institute of Higher Education  
Curriculum Development Unit  1976
East Anglia, University of  
Audio-Visual Centre  1976
Exeter University  
Teaching Services Centre  1976
(May be decentralised in 1987)
Gwent College of Higher Education  
Media Resources Centre  1975
Hatfield Polytechnic  
Media Services  1976
Huddersfield Polytechnic  
Computing and Audiovisual Services  1960
Hull, University of  
Audio-Visual Centre  1968
Kent, University of  
Audio-Visual Aids Services  1968
Lancashire Polytechnic  
Centre for Educational Technology  1978
(closed in 1983/4 and such facilities that  
exist are decentralised and based in  
Faculties and Schools.)
Leicester Polytechnic  
Centre for Educational  
Technology & Development  1976
Leicester, University of  
Audio-Visual Services  1975
Liverpool Polytechnic  
Some centralised facilities but  
no Central Unit as such
London, University of  
Audiovisual Centre  1968
Luton College of Higher Education *  1970
Educational Television Unit
APPENDIX 9. SURVEY RESULTS

Manchester Polytechnic
Educational Services 1970
Newcastle upon Tyne Polytechnic
PETRAS 1972
(reformed as)
Educational Development Service 1981
Newcastle Upon Tyne University
Audiovisual Centre 1950
Newman College of Education, Birmingham
Resources Centre 1978
Open University
Broadcasting Unit 1969
Audiovisual Production Service 1970
Oxford Polytechnic
Educational Methods Unit 1976
Portsmouth Polytechnic
Educational Development Unit 1982
Roehampton Institute of Higher Education
Educational Technology Department 1979
St. Martin's College, Lancaster
AV/TV Unit 1974
St. Marys College of Higher Education, Twickenham
Learning Resources Centre 1965
Sheffield University
A/V TV Centre 1968
Slough College of Higher Education
Educational Technology Unit 1983
Southampton Institute of Higher Education
TV AV Centre (in the Faculty of Arts and Design) 1985
Southampton University
Teaching Media Department 1971
Sunderland Polytechnic
No central service but 2 separate video units + dept. facilities
Surrey, University of
Audio-Visual Unit 1983
Teeside Polytechnic
Educational Development Unit 1978
Trent Polytechnic
Central AV Services
Trinity College, Carmarthen
Audiovisual Production Unit
Westhill College, Selly Oak
Educational Technology 1972
West Sussex Institute of Higher Education
Central Media Services 1977
(disbanded in Dec. 1986 and the technicians distributed amongst major teaching programmes.)
Wolverhampton, The Polytechnic
Audiovisual Aids Service 1970
(closed 1986, when responsibility for audiovisual production and facilities passed to the three Faculties)
Worcester College of Higher Education
Media Services 1960's
### APPENDIX 9. SURVEY RESULTS

2.4. Institutions where the AUDIOVISUAL PRODUCTION SERVICE:–

2.4.1. makes its own productions available

2.4.2. has its own audiovisual library, consisting of its own productions and commercial audiovisual productions

2.4.3. makes its own productions available for use in the Library of the Institution.

(Availability is to staff and students, unless otherwise shown.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2.4.1.</th>
<th>2.4.2.</th>
<th>2.4.3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aston University</td>
<td>Y</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Birmingham Film and Video Workshop</td>
<td>Y</td>
<td>Y none</td>
<td></td>
</tr>
<tr>
<td>Centre for Extension Education</td>
<td></td>
<td>Y some</td>
<td></td>
</tr>
<tr>
<td>Bath, University of</td>
<td>Y</td>
<td>Y some</td>
<td></td>
</tr>
<tr>
<td>Bristol Polytechnic</td>
<td>Y</td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>Brunel University</td>
<td></td>
<td></td>
<td>all</td>
</tr>
<tr>
<td>Cambridgeshire College of Arts &amp; Technology</td>
<td>Y</td>
<td>Y some</td>
<td></td>
</tr>
<tr>
<td>Chester College of Higher Education</td>
<td>Y</td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>Christ Church College of Higher Education</td>
<td>Y</td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>City University</td>
<td></td>
<td></td>
<td>some</td>
</tr>
<tr>
<td>Coventry Lanchester Polytechnic</td>
<td>Y</td>
<td></td>
<td>all</td>
</tr>
<tr>
<td>Crewe &amp; Alsager College of Higher Education</td>
<td>Y</td>
<td>Y some</td>
<td></td>
</tr>
<tr>
<td>Derbyshire College of Higher Education</td>
<td>Y</td>
<td>Y all</td>
<td>Y all</td>
</tr>
<tr>
<td>Dorset Institute of Higher Education</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Anglia, University of</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exeter University</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gwent College of Higher Education</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hatfield Polytechnic</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huddersfield Polytechnic</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hull, University of</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kent, University of</td>
<td></td>
<td>Y some</td>
<td></td>
</tr>
<tr>
<td>Leicester, University of</td>
<td>Y</td>
<td>Y some</td>
<td></td>
</tr>
<tr>
<td>Leicester Polytechnic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liverpool Polytechnic</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>London, University of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luton College of Higher Education *</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Y Close co-operation between the Library and the Educational Television Unit is reported in the CLW Liaison and Training Officers report on this College in 1984. The Educational Television Association Directory of Members reports "Production of materials for self access learning units within college Libraries".)

<table>
<thead>
<tr>
<th>Institution</th>
<th>2.4.1.</th>
<th>2.4.2.</th>
<th>2.4.3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchester Polytechnic</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newcastle upon Tyne Polytechnic</td>
<td>Y(staff)</td>
<td>all</td>
<td>all</td>
</tr>
<tr>
<td>Newcastle Upon Tyne University</td>
<td></td>
<td></td>
<td>all</td>
</tr>
</tbody>
</table>
APPENDIX 9. SURVEY RESULTS

2.4.1. 2.4.2. 2.4.3.

Newman College of Education, Birmingham  Y  (all)
(Within the main Library there is a separate AV Library funded by the Resources Centre and managed by a Librarian who is responsible to the Head of the Resources Centre and not the College Librarian.)

Open University - Broadcasting Unit  all
Audiovisual Service  Y(loan)  all(ref)

Oxford Polytechnic  Y  some
Portsmouth Polytechnic  Y  some

(At the end of 1986, there were no audiovisual production service productions in the library. From Jan 1987, these are being included)

Roehampton Institute of Higher Education  Y  none
St. Martin's College, Lancaster  Y  all
St. Marys College of Higher Education.  Y  some
Sheffield University  Y  some
Slough College of Higher Education (to staff)  Y  none
Southampton Institute of Higher Education  Y  all
Southampton University  Y  most
Surrey, University of  Y  some
Teeside Polytechnic  Y  most
Trent Polytechnic  Y  most
Trinity College, Carmarthen  Y  none
Westhill College, Selly Oak  Y  some
Worcester College of Higher Education  Y  all

2.5. Institutions with other SEPARATE LIBRARIES OR COLLECTIONS open to teaching staff and students apart from those in the audiovisual production service or the library.

Aston University
Bretton Hall College of Higher Education
Modern Languages
National Art
Archives
Music Department
Teaching Practice
Colln.
Drama Collection
Bretton Archives
Bretton Print Coll
Computer Centre
Language Laboratory
Ceramics Slide Sect.
Design Trade Cat. Col

Bristol Polytechnic

Cambridgeshire College of Arts & Technology
Map Library
Computer Centre
Modern Languages Dept
APPENDIX 9. SURVEY RESULTS

Chester College of Higher Education
Christ Church College of Higher Education
City University
Coventry Lanchester Polytechnic
Derbyshire College of Higher Education
East Anglia, University of

Exeter University
Gwent College of Higher Education

Hatfield Polytechnic
Huddersfield Polytechnic
Hull, University of

Kent, University of
Lancashire Polytechnic
London, University of

Manchester Polytechnic
Newcastle upon Tyne Polytechnic
Newcastle Upon Tyne University
Newman College of Education, Birmingham
Oxford Polytechnic
St.Martin's College,

St. Marys College of Higher Education, Twickenham

Computer Studies
Departmental collns.
Computer Unit
Computer Centre
Departmental collns.
Education Resources Centre
Sainsbury Centre for Visual Arts
School of Art History and Music
Language Laboratory
Fac. of Art & Design Slide coll
Computing Dept.
MSC Practical Training Facility
CIMTECH
German Centre
Computer Centre
Language Teaching Centre
Computer Centre
Departmental collns.
Computing Laboratory
Departmental collns.
Computer Centre
Centres and libraries in many colleges and institutes
Faculty of Humanities
Art Slide Library
Modern Languages
Departmental collns.
Computer Centre
Computer Centre
Lancaster Moral Education Resources Centre
Institute of Educational Computing
Institute of European Education

Computer Centre
Reprographic Centre
Teaching Practice Centre
Teaching Depts.
APPENDIX 9. SURVEY RESULTS

Sheffield University

Slough College of Higher Education

Southampton Institute of Higher Education

Surrey, University of

Teeside Polytechnic

Trent Polytechnic

Trinity College, Carmarthen

Westhill College, Selly Oak

Wolverhampton, The Polytechnic

Worcester College of Higher Education

Computer Services

Institute of Educ.

Resources Collection

Language Laboratory

Construction Dept.

Resource Centre

Computer Centre

Arts Faculty

Departmental collns.

Maths Resource Cent.

Departmental collns.

Computer Centre

Departmental collns.

Computing Department

Regional Religious

Education Centre

Community and Youth

Department

Faculty of Science &

Technology, Learning

Resources Centre

Several departments.

Computer Services

Reading Resources

Centre

2.6. Institutions where there have been MOVES TOWARDS THE LIBRARY
SERVICE BEING COORDINATED WITH OR AMALGAMATED WITH OTHER RESOURCE
SERVICES OR COLLECTIONS In chronological order.

Bath, University of. c1970
Manchester Polytechnic. 1970
Worcester College of Higher Education. 1973
Liverpool Polytechnic. 1974
Coventry Lanchester Polytechnic. c1975
St. Marys College of Higher Education, Twickenham. 1978
Open University 1979
Bretton Hall College of Higher Education. c1980
Gwent College of Higher Education. c1980
Newcastle upon Tyne Polytechnic. c1980
Oxford Polytechnic. c1980
Dorset Institute of Higher Education. 1980
Westhill College, Selly Oak. 1980
Derbyshire College of Higher Education. 1983
City University. 1982/3
Hatfield Polytechnic. 1983
Wolverhampton, The Polytechnic. 1983
Teeside Polytechnic. 1983
Lancashire Polytechnic. 1984
Leicester Polytechnic. 1984
APPENDIX 9. SURVEY RESULTS

Southampton University. 1984
Christ Church College of Higher Education. 1986
Cambridgeshire College of Arts & Technology. 1986
Hull, University of. 1986
Exeter University. 1986
Southampton Institute of Higher Education. 1986
Sunderland Polytechnic. 1986
Brunel University. 1987

2.6.1. Institutions where resource services have developed to become grouped services made up of two or more units WORKING IN CO-OPERATION.

N.B. This group includes institutions where the library, the audiovisual production service and, in some cases, other central services, are grouped together in that they are responsible to the same Committee. Institutions in this group DO NOT have COMBINED services that are CO-ORDINATED BY A NAMED INDIVIDUAL. These are to be found in APPENDIX 9, Category 4, Section 4.4.2.

Derbyshire College of Higher Education
Dorset Institute of Higher Education
Newcastle Polytechnic
St. Marys College of Higher Education
Southampton University (Although each service still has it's own Committee, all three Heads of Service and their Chairmen belong to the Information Services Advisory Group)

Worcester College of Higher Education
APPENDIX 9. SURVEY RESULTS

CATEGORY 3. MULTIMEDIA LIBRARY LINKED WITH THE AUDIOVISUAL PRODUCTION SERVICE

3.1. Institutions with SERVICES in this category, with date of formation of the present library service

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date of formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Libraries</td>
<td></td>
</tr>
<tr>
<td>College of Librarianship Wales</td>
<td>1964</td>
</tr>
<tr>
<td>Liverpool Institute of Higher Education</td>
<td>1980</td>
</tr>
<tr>
<td>Nene College, Northampton</td>
<td>1975</td>
</tr>
<tr>
<td>Polytechnic Libraries</td>
<td></td>
</tr>
<tr>
<td>Middlesex Polytechnic</td>
<td>1976</td>
</tr>
<tr>
<td>North London, Polytechnic of</td>
<td>1970</td>
</tr>
<tr>
<td>North East London Polytechnic</td>
<td>1972</td>
</tr>
<tr>
<td>Thames Polytechnic</td>
<td>1971</td>
</tr>
<tr>
<td>University Libraries</td>
<td></td>
</tr>
<tr>
<td>Lancaster, University of</td>
<td>1963</td>
</tr>
<tr>
<td>Salford, University of</td>
<td>1967</td>
</tr>
<tr>
<td>Sussex, University of</td>
<td>1960</td>
</tr>
<tr>
<td>University of Manchester Institute of Science and Technology (UMIST)</td>
<td>1965</td>
</tr>
</tbody>
</table>

3.1.1. INSTITUTIONS which are the result of a merger or of a change of status.

Liverpool Institute of Higher Education
Nene College, Northampton
North East London Polytechnic
Polytechnic of North London

3.2. Institutions in which the LIBRARY is part of a LINKED SERVICE. The other components of the service, including the AUDIOVISUAL PRODUCTION SERVICE and of any other RESOURCE UNITS are given below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date of formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Librarianship Wales</td>
<td></td>
</tr>
<tr>
<td>Media Services Unit</td>
<td>1973</td>
</tr>
<tr>
<td>Lancaster, University of</td>
<td></td>
</tr>
<tr>
<td>Media Services Unit</td>
<td>1968</td>
</tr>
<tr>
<td>Liverpool Institute of Higher Education</td>
<td></td>
</tr>
<tr>
<td>Library and Learning Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual Services</td>
<td>1980</td>
</tr>
<tr>
<td>Resources Centre</td>
<td>1980</td>
</tr>
<tr>
<td>Middlesex Polytechnic Library Services</td>
<td></td>
</tr>
<tr>
<td>Media Services</td>
<td>1976</td>
</tr>
</tbody>
</table>
APPENDIX 9. SURVEY RESULTS

Nene College, Northampton.
Learning Resources Unit
Audiovisual Services 1975
Reprographic Services 1982/3
North East London Polytechnic
Library and Learning Resources
AVATS 1970
North London, Polytechnic of
Library and Information Service
Educational Development Services 1972
Salford, University of
Audiovisual Media Section 1985
Sussex, University of
Media Services Unit 1968
Thames Polytechnic, Library Services
Educational Technology Services 1971
UMIST
Teaching Aids Workshop, reformed as
Audiovisual Production Unit 1986

3.3 DATA on the LINKED SERVICES. In chronological order.

3.3.1. Title of the Director of the Service.

<table>
<thead>
<tr>
<th>University/College</th>
<th>Date of formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sussex, University of</td>
<td>1969</td>
</tr>
<tr>
<td>3.3.1. University Librarian</td>
<td></td>
</tr>
<tr>
<td>Lancaster, University of</td>
<td>1972</td>
</tr>
<tr>
<td>3.3.1. University Librarian</td>
<td></td>
</tr>
<tr>
<td>College of Librarianship Wales</td>
<td>1973</td>
</tr>
<tr>
<td>3.3.1. College Librarian</td>
<td></td>
</tr>
<tr>
<td>UMIST</td>
<td>1978</td>
</tr>
<tr>
<td>3.3.1. Institute Librarian</td>
<td></td>
</tr>
<tr>
<td>North East London Polytechnic</td>
<td>1981</td>
</tr>
<tr>
<td>3.3.1. Polytechnic Librarian</td>
<td></td>
</tr>
<tr>
<td>Nene College, Northampton</td>
<td>1982</td>
</tr>
<tr>
<td>3.3.1. Head of Learning Resources</td>
<td></td>
</tr>
<tr>
<td>Middlesex Polytechnic</td>
<td>1983</td>
</tr>
<tr>
<td>3.3.1. Head of Library Services</td>
<td></td>
</tr>
<tr>
<td>Thames Polytechnic</td>
<td>1984</td>
</tr>
<tr>
<td>3.3.1. Head of Library Services</td>
<td></td>
</tr>
<tr>
<td>North London, Polytechnic</td>
<td>1985</td>
</tr>
<tr>
<td>3.3.1. Head of Library and Educational Development Services</td>
<td></td>
</tr>
<tr>
<td>Salford, University of</td>
<td>1985</td>
</tr>
<tr>
<td>3.3.1. University Librarian.</td>
<td></td>
</tr>
<tr>
<td>Liverpool Institute of Higher Education</td>
<td>1986</td>
</tr>
<tr>
<td>3.3.1. Director of Learning Resources</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 9. SURVEY RESULTS

3.4. Institutions where there have been moves towards the service becoming fully amalgamated to provide an integrated resource.
In chronological order.

Nene College, Northampton 1982/3
Liverpool Institute of Higher Education. 1986
Salford, University of. 1987

3.5. Institutions with other separate libraries or collections open to teaching staff and students, apart from the audiovisual production service and the library.

Lancaster, University of Institute for English Language Education
Liverpool Institute of Higher Education Modern Language departments
Computing Department
Education Department
Occupational Therapy
Computer Services
Slide library in History of Art Dept.
Education library

Nene College, Northampton
Sussex, University of

3.6. Institutions where there have been moves towards the linked service being co-ordinated with or amalgamated with other resource collections in chronological order.

Middlesex Polytechnic. Computing Services 1983
Liverpool Institute of Higher Education. 1986
Sussex, University of. Education Library 1986
North London, Polytechnic of, CONFIDENTIAL Computer Unit. 1986/7
Salford, University of, Computing Services 1987
APPENDIX 9. SURVEY RESULTS

CATEGORY 4. MULTIMEDIA LIBRARY COMBINED WITH THE AUDIOVISUAL PRODUCTION SERVICE

4.1 Institutions with COMBINED SERVICES, with date of formation of the library which forms part of this service

Colleges
- Bath College of Higher Education 1966
- Bedford College of Higher Education
- Bolton Institute of Higher Education 1982
- Bradford and Ilkley Community College 1982
- Buckinghamshire College of Higher Education
- Bournemouth College of Higher Education
- Charlotte Mason College 1982
- Doncaster Metropolitan Institute of Higher Education 1976
- Ealing College of Higher Education 1954
- Edge Hill College of Higher Education 1984
- Essex Institute of Higher Education 1976
- Gloucestershire College of Arts and Technology 1981
- Harrow College of Higher Education 1981
- Humberside College of Higher Education 1976
- King Alfred's College
- New College Durham 1977
- North East Wales Institute 1974
- Ripon and York St John, College of
- St. Mark and St. John, College of 1840
- St Paul and St Mary, College of 1979
- South Glamorgan Institute of Higher Education 1960
- Trinity and All Saints College 1966
- West Glamorgan Institute of Higher Education
- West London Institute of Higher Education 1976
- West Midlands College 1971

Polytechnics
- Brighton Polytechnic 1970
- Central London, Polytechnic of * 1966
- City of London Polytechnic 1971
- Kingston Polytechnic 1970
- Leeds Polytechnic 1974
- North Staffordshire Polytechnic 1970
- Plymouth Polytechnic 1970
- Sheffield City Polytechnic 1977
- South Bank Polytechnic 1971
- Wales, Polytechnic of 1970
4.1.1. INSTITUTIONS which are the result of a merger or of a change of status.

Bath College of Higher Education  
Bradford and Ilkley Community College  
Brighton Polytechnic  
Buckinghamshire College of Higher Education  
Central London, Polytechnic of *  
City of London Polytechnic  
Doncaster Metropolitan Institute of Higher Education  
Essex Institute of Higher Education  
Gloucestershire College of Arts and Technology  
Harrow College of Higher Education  
Humberside College of Higher Education  
Kingston Polytechnic  
Leeds Polytechnic  
New College Durham  
North East Wales Institute  
North Staffordshire Polytechnic  
Plymouth Polytechnic  
Ripon and York St John, College of  
St Paul and St Mary, College of  
Sheffield City Polytechnic  
South Bank Polytechnic  
South Glamorgan Institute of Higher Education  
Wales, Polytechnic of  
West London Institute of Higher Education

4.2 Composition of COMBINED SERVICES. The components of the service, in addition to the LIBRARY, and including the AUDIOVISUAL PRODUCTION SERVICE and any other RESOURCE UNITS, are given below

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year of Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath College of Higher Education</td>
<td>1981</td>
</tr>
<tr>
<td>Learning Resources Unit</td>
<td></td>
</tr>
<tr>
<td>Educational Technology service</td>
<td></td>
</tr>
<tr>
<td>(inc. Educational Development)</td>
<td></td>
</tr>
<tr>
<td>Computer services unit</td>
<td>1983</td>
</tr>
<tr>
<td>Print Room</td>
<td>1985</td>
</tr>
<tr>
<td>Bedford College of Higher Education</td>
<td>1982</td>
</tr>
<tr>
<td>Learning Resources Service</td>
<td></td>
</tr>
<tr>
<td>Educational Technology service</td>
<td></td>
</tr>
<tr>
<td>Bolton Institute of Higher Education</td>
<td>1982</td>
</tr>
<tr>
<td>Department of Library and Learning Resources</td>
<td></td>
</tr>
<tr>
<td>Audiovisual production service</td>
<td>1982</td>
</tr>
<tr>
<td>Educational development unit</td>
<td>1982</td>
</tr>
</tbody>
</table>
APPENDIX 9. SURVEY RESULTS

Bradford and Ilkley Community College
School of Open Learning
Central Media services 1982
Computer Centre
Open Learning Workshops
Information Technology Dept.
Multicultural Education Dept.

Brighton Polytechnic
Learning Resources
Audiovisual production service 1973
Educational development unit 1973
Central Reprographics Service 1983

Buckinghamshire College of Higher Education
Library and Learning Resources
Audiovisual production service 1976

Bulmershe College of Higher Education
Learning Resources
Audiovisual production service 1978
Educational Development unit 1978
Reprographics 1978

Central London, Polytechnic of *
Library Services
Computing Services 1984
Media Services 1986

Charlotte Mason College
Library and Resources Centre
Non-book Resources Centre 1984

City of London Polytechnic
Library and Learning Resources Service
Media Services 1972
Education development services 1975
(partially disbanded and run separately in 1983)

Doncaster Metropolitan Institute of Higher Education
Learning Resources
Audiovisual production service 1976
Reprographics 1976

Ealing College of Higher Education
Learning Resources
Central Audiovisual Aids Service 1984
Computer Centre 1984
APPENDIX 9. SURVEY RESULTS

Edge Hill College of Higher Education
Learning Services
Technical Services (AV) 1984
Computer Services 1984

Essex Institute of Higher Education
School of Information Resources
Audiovisual production service 1982
Reprographics

Gloucestershire College of Arts and Technology
Library and Learning Resources Programme Area
Audiovisual production service 1984

Humberside College of Higher Education
Library and Learning Resources
Audiovisual production service 1983

Harrow College of Higher Education
Centre for Educational Services
Educational Studies and Resources 1981
Recreational Services

King Alfred's College
Learning Resources Centre
AV and TV Resources Section 1977
School Resources Centre 1977

Kingston Polytechnic
Learning Resources
Audiovisual production service 1976
Educational development unit 1986
Theatre Services 1976

Leeds Polytechnic
Library and Learning Resources
Audiovisual production service 1986
Reprographic Unit 1986

New College Durham
Learning Resources Unit
Media Services 1980
Computer services 1982

North East Wales Institute
Institute Learning Resources Organisation
Audiovisual production service 1974
Reprographics 1974
APPENDIX 9. SURVEY RESULTS

North Staffordshire Polytechnic
Learning Resources
Educational Development Unit 1986
Computer Services Unit 1986

Plymouth Polytechnic
Learning Resources Centre
Media Production Service 1975
Educational Development Service 1976
Reprographics
IT Educational Services
TV Studies and Ed. Tech. Courses

Ripon and York St. John, College of
Learning Resources Service
Media Services 1975
Computer Services 1984

St. Mark and St. John, College of
Learning Resources Service
Audiovisual production service 1977
Print & Reprographics 1984

St Paul and St Mary, College of
Library and Learning Resources
Resource Centre (AV prodn. service)

Sheffield City Polytechnic
Library and Learning Resources
Audiovisual production service 1985/6

South Bank Polytechnic
Educational Technology Services 1981/2
Computer Services 1985/6

South Glamorgan Institute of Higher Education
Library and Learning Resources Centre
Audiovisual Production Service 1978

Trinity and All Saints College
Learning Resources Service
Audiovisual production service 1974
Computer services unit 1985
Science Technicians 1985

Wales, Polytechnic of
Learning Resources Centre
Media Resources service 1979
Educational development unit 1988
APPENDIX 9. SURVEY RESULTS

West Glamorgan Institute of Higher Education
Library and Learning Resources Service
Audiovisual production service 1980
Educational development unit 1980

West London Institute of Higher Education
Learning Services
Media Development Services 1985
Computer Services 1984

West Midlands College
Library and Learning Resources Department
Audiovisual production service 1978
Computer services unit 1986

4.3. COMBINED SERVICES in chronological order.

4.3.1. The BACKGROUND of the OVERALL DIRECTOR of the services.

City of London Polytechnic 1972
4.3.1. The service is now co-ordinated by the Pro Vice-Provost.

St Pauls College, Cheltenham 1972
SEE St Paul and St Mary, College of, 1979.

Brighton Polytechnic 1973
4.3.1. The first Head of Learning Resources had an Educational Technology background, while the present Head is a Librarian.

Plymouth Polytechnic 1973
4.3.1. The present Head of the Learning Resources Centre is a qualified teacher and librarian.

Wales, Polytechnic of 1973
4.3.1. The Head of Learning Resources has a background as a Librarian and a Lecturer in Librarianship.

Edge Hill College of Higher Education 1974
4.3.1. The Deputy Director is responsible for the services.

North East Wales Institute 1974
4.3.1. The Head of Resources has a background in science and maths education.

Trinity and All Saints College 1974
4.3.1. The Director of Learning Resources has a background as a Librarian.
APPENDIX 9.  SURVEY RESULTS

Buckinghamshire College of Higher Education 1976
4.3.1. The Head of Learning Resources is a Librarian and was a Lecturer in Librarianship. She has also had television production training.

Doncaster Metropolitan Institute of Higher Education 1976
4.3.1. The Head of Learning Resources is a Librarian, with qualifications in Educational Technology.

Kingston Polytechnic 1976
4.3.1. The Head of Learning Resources has a background in education.

King Alfred's College 1977
4.3.1. The Co-ordinator of Learning Resources has a background in educational television.

St Mark and St John, College of 1977
4.3.1. The Director of Learning Resources is a Librarian.

Bulmershe College of Higher Education 1978
4.3.1. The Head of Learning Resources is a Librarian.

South Glamorgan Institute of Higher Education 1978
4.3.1. The Head of Learning Resources has a background in teaching, librarianship and educational technology.

West Midlands College 1978
4.3.1. The Principal Lecturer in charge of Library and Learning Resources is a Librarian.

St Paul and St Mary, College of 1979
4.3.1. The Director of Library and Learning Resources is a Librarian.

West Glamorgan Institute of Higher Education 1980
4.3.1. The Dean of Library and Learning Resources is a Librarian.

New College Durham 1980
4.3.1. The Director of Learning Resources was a Polytechnic Lecturer in Computing before taking up this post.

Bath College of Higher Education 1981
4.3.1. The Head of Learning Resources is a Librarian.

Harrow College of Higher Education 1981
4.3.1. The Vice Principal, Resources and Administration.
APPENDIX 9. SURVEY RESULTS

South Bank Polytechnic. 1981
4.3.1. The Deputy Director of the Polytechnic.

4.3.1. The background of the Head of Learning Resources is as a librarian with qualifications in educational technology.

4.3.1. The Head of Department of Library and Learning Resources is a Librarian.

Bradford and Ilkley Community College 1982.
4.3.1. The Head of the School of Open Learning also acts as Director of Central Academic Support Services, although she does not carry that formal title.

Essex Institute of Higher Education 1982
4.3.1. The Head of the School has a background in information.

Humberside College of Higher Education 1983
4.3.1. The Head of Library and Learning Resources background is in Librarianship.

Central London, Polytechnic of * 1984
4.3.1. The services are coordinated by the Pro-Rector responsible for Resources.

Charlotte Mason College 1984
4.3.1. The Director of Resources is a lecturer.

Ealing College of Higher Education 1984
4.3.1. The Head of Learning Resources has a background in audiovisuals and lecturing, and was previously Assistant to the Director.

Gloucestershire College of Arts and Technology 1984
4.3.1. The Director of Library and Learning Resources is a Librarian with both audiovisual and teaching experience.

Ripon and York St. John, College of 1984
4.3.1. The Co-ordinator of Learning Resources is the Librarian.

West London Institute of Higher Education 1984
4.3.1. The Coordinator of Learning Services background was as a Lecturer in English Literature, later Dean of the Faculty of Education and now Coordinator.

Sheffield City Polytechnic 1985
4.3.1. The Head of Library and Learning Resources is a Librarian.
APPENDIX 9. SURVEY RESULTS

Leeds Polytechnic 1986
4.3.1. The Head of Library and Learning Resources is a Librarian.

North Staffordshire Polytechnic 1986
4.3.1. The Assistant Director of the Polytechnic.

4.4. INTEGRATED OR CO-ORDINATED SERVICES

4.4.1. Institutions where the combined service is most closely described as an AMALGAMATION of two or more units TO PROVIDE AN INTEGRATED SERVICE.

Bolton Institute of Higher Education
Brighton Polytechnic
Doncaster Metropolitan Institute of Higher Education
Essex Institute of Higher Education
Gloucestershire College of Arts and Technology
Humberside College of Higher Education
Kingston Polytechnic
Leeds Polytechnic
North East Wales Institute
Plymouth Polytechnic
St. Mark and St. John, College of
Sheffield City Polytechnic
Trinity and All Saints College
West Midlands College

4.4.2. Institutions with a Combined service which is most closely described as a CO-ORDINATED SERVICE made up of two or more resource units WORKING IN CO-OPERATION.

N.B. Institutions in this group have services that are COORDINATED BY A NAMED INDIVIDUAL. It does not include institutions where the library, the audiovisual production service and, in some cases, other central services, are grouped together in that they are responsible to the same Committee – such cases are to be found in APPENDIX 9, Category 2. section 2.6.1.

Bath College of Higher Education
Bedford College of Higher Education
Bradford and Ilkley Community College
Buckinghamshire College of Higher Education
Bulmershe College of Higher Education
Central London, Polytechnic of *
Charlotte Mason College
City of London Polytechnic
Ealing College of Higher Education
Edge Hill College of Higher Education
Harrow College of Higher Education
King Alfred's College
New College Durham
APPENDIX 9. SURVEY RESULTS

North Staffordshire Polytechnic
Ripon and York St. John, College of
St Paul and St Mary, College of
South Bank Polytechnic
South Glamorgan Institute of Higher Education
Wales, Polytechnic of
West Glamorgan Institute of Higher Education
West London Institute of Higher Education

4.4.2.1 Institutions where there have been MOVES towards the units in the COORDINATED SERVICE amalgamating to become an INTEGRATED SERVICE. In chronological order.

Bedford College 1982
West London Institute of Higher Education. 1983
King Alfred's College 1985/6
North Staffordshire Polytechnic 1986
Wales, Polytechnic of 1988

4.5. Institutions with other RESOURCE SERVICES apart from the COMBINED LIBRARY/LEARNING RESOURCES SERVICE.

Bedford College of Higher Education
Bolton Institute of Higher Education

Buckinghamshire College of H.E.

Bulmershe College of Higher Education

City of London Polytechnic

Doncaster Metropolitan Institute of Higher Education

Essex Institute of Higher Education

Gloucestershire College of Arts and Technology

Harrow College of Higher Education

Humberside College of H.E.

Kingston Polytechnic

Leeds Polytechnic

North East Wales Institute

North Staffordshire Polytechnic

Plymouth Polytechnic

Computer Service
Computing & Information Technology Services
Central Reprographics
Computer Centre
Computer Centre
I T Unit
I T Centre
Professional workshop
Computer Services
Education Development Service
Computing
Computing
Computer Programme Area
Computing Services
Computer Services
Distance Learning Unit
Computing
Printroom
Educational Development U.
Computer Unit
Computer Services Unit
Departmental resources
Computing Services
Student Services
APPENDIX 9. SURVEY RESULTS

St. Mark and St. John, College of Tech.
Sheffield City Polytechnic

South Glamorgan Institute of H.E.
Trinity and All Saints College
Wales, Polytechnic of

West Glamorgan Institute of H.E.

West London Institute of Higher Education

West Midlands College

Centre for Information Technology
Computing
Departmental resources
R & D Services
Computing Reprographics
Computing Service Reprographics
Lang Labs
Computing Service Central Reprographics
Print Unit

Printing

4.5.1. Institutions where there have been MOVES TOWARDS THE COMBINED SERVICE BEING COORDINATED WITH OR AMALGAMATED WITH OTHER RESOURCE COLLECTIONS In chronological order.

West Glamorgan Institute of Higher Education.
Central Reprographics Unit
Bedford College of Higher Education.
Computer facilities.
Bolton Institute of Higher Education.
Computing and Information Technology Services.
Doncaster Metropolitan Institute of Higher Education.
Computing Services.
Harrow College of Higher Education.
Computing Services.
St. Mark and St. John, College of.
Centre for Information Technology.
Trinity and All Saints College.
Reprographic Services.
West London Institute of Higher Education.
Departmental collections.
Bulmershe College of Higher Education.
Professional Workshop and the IT Centre.
Essex Institute of Higher Education.
Computing Services.
Leeds Polytechnic.
Computer Unit.
Sheffield City Polytechnic.
Departmental resource collections.
Plymouth Polytechnic.
Computing Services and Student Services.

1980
1982
1985
1985
1985
1985
1985
1986
1986
1986
1987
APPENDIX 10

CASE STUDY GUIDES
CASE STUDY GUIDE 1. FOR A LIBRARY SERVICE.

A. MANAGEMENT
1. How has the status of the Librarian changed since the inception of the service?
   1.1. In your professional work, what are your personal special interests?
   1.2. What background and experience had you before taking up this post?
   1.3. When did you take up this post?
2. In what ways can the librarian influence the decision making process within the institution?
3. Of which Boards and Committees is the Librarian a member?
4. What is the staffing structure in the library?
4.1. What major staffing changes have taken place since the inception of the library?

B. LINKS WITH TEACHING STAFF AND STUDENTS
1. How is the service publicised within the institution?
2. What links are there between the library and teaching staff, in addition to personal contact in the library?
   2.1. What do these links achieve?
   2.2. Is the library involved in curriculum development?
   2.3. Does the library make any contribution to the educational development of teaching staff, for example:
      staff development committees; staff development unit; workshops with departments; orientation of new staff?
3. How are students needs and preferences determined?
4. Does the library assist students in any way in developing the necessary study skills for individualised learning?
5. What teaching or training is undertaken by library staff?
6. Should library staff be involved in teaching programmes?
6.1. Does this involvement affect their conditions of service?
6.2. Do you look for teaching experience when appointing staff to the library?

C. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER
1. How have changes in the content and structure of courses, in teaching methods and in the move to individualised learning changed the work of the service?
2. Are there materials other than print on paper in the library?
   2.1. When did this development begin?
   2.2. Why was multimedia development considered necessary?
   2.3. Was this development the result of an internal move, or did pressure come from within the institution or from outside?
   2.4. What form did this pressure take?
3. What are your views on the role and use of the newer materials in libraries?
   3.1. Which formats do you take?
   3.2. Which formats do you consider unsuitable for library use?
4. What was the initial attitude of the library staff to the newer materials?
APPENDIX 10. CASE STUDY GUIDES

5. Was any initial or continuing education or training carried out in an attempt to familiarise the staff with the use of these materials and the associated equipment?

5.1. How effective was it?
5.2. Who is responsible for training the staff?
5.3. What is the attitude of staff to the newer materials now?
5.4. To what do you attribute this change?

6. Is there a librarian with special responsibility for the newer materials?

6.1. If not, how are they dealt with?

OR

6.2. Why do you consider this still to be a necessary post?

7. What percentage of the stock is not print on paper?

7.1. Do you see this as the correct balance?

7.2. How is this figure arrived at?

8. What has been the response of teaching staff to the newer materials:-

8.1. in general?

8.2. in the library?

8.3. Do staff show a preference for particular formats?

9. What has been the response of students to the newer materials?

9.1. Which is the most popular format with students?

10. Have any studies been carried out to investigate the use and value of the newer materials in the library?

11. How are library staff made aware of the existence of the newer materials?

12. How are users made aware of library materials and facilities?

13. Do teaching staff include the newer materials on 'reading' lists?

14. How are the newer materials included in the central library catalogue?

15. Would professional staff automatically include audiovisual materials in response to a subject request, where appropriate?

16. If the library cannot satisfy an expressed need from available material, should it:

16.1. refer users to some other potential source of information?

16.2. consider creating an information package to meet the need?

16.3. if so, how would the library go about it?

16.4. would audiovisual materials have a role to play here?

17. What is the library's attitude to the latest information formats, for example computer programmes, laser discs (Domesday), CD Rom and CD-I?

17.1. Why would you consider acquiring these materials if you did not acquire the earlier audiovisual formats?

18. What form of assistance is forthcoming from the library staff to help users with equipment?

19. Would the library try to obtain multimedia information for users from elsewhere?

20. Does the library hold copies of teaching staff's AV Aids, handouts or recorded lectures?
APPENDIX 10. CASE STUDY GUIDES.

D. IN-HOUSE PRODUCTION FACILITIES

1. Have any teaching staff approached the library for help in producing AV aids?
2. How would the library deal with such an enquiry?
3. Would the library undertake an information search on the topic and to see if any AV materials already existed?
3.1. How would the teaching staff then get the AV aids they needed?
3.2. (If applicable) Who would plan and produce the programme for them?
4. Would the member of teaching staff be able to meet and discuss with the librarian providing the information and the producer of the programme in the same place at the same time?
5. If library 'reference only' materials were required in the production process, would they be allowed out of the library?
6. Are you aware of any teaching staff using library materials as a basis for developing their own aids?
7. Do students make AV formats when submitting their assignments or in any other part of their course?
7.1. How would students be dealt with if they approached the library for assistance in making AV materials?
7.2. Who would pay for the materials used?
8. Has the library has a role to play in the production of AV aids by teaching staff and students?
8.1. What are your views on the library’s responsibilities in this area?
8.2. (If applicable) Would users find this split confusing or inconvenient?
9. Does the library already have facilities to help users produce their own materials - copying, photographic, binding, other production facilities?
9.1. (If applicable) Where do you see the division between materials produced in the library and materials produced by the audiovisual production service?
9.2. Would users find this split confusing or inconvenient?
9.3. How long have these facilities existed and why were they created?
9.4. How do staff and students make use of them?
9.5. Do they duplicate facilities in the AV Production Service?
10. Does the library have its own technical staff?
10.1. How many and what are their responsibilities?
10.2. On what basis did the library acquire its own technical staff?
10.3. Who are they immediately responsible to?

E. OTHER CENTRAL SERVICE UNITS

1. How many other central service units are there in the institution?
1.1. What do they consist of?
1.2. Do any of them have their own libraries?
1.3. What are your views on this?
1.4. Do users find this confusing or inconvenient?
APPENDIX 10. CASE STUDY GUIDES

1.5. Does each unit have its own Head?
1.6. What grades are they on?
1.7. What other administrative staff are involved?
1.8. Do they have their own offices and equipment?
2. Where are these central services housed?
2.1. Are these locations centrally situated on the campus?
3. Have you any evidence of empire building or job demarcation by any heads of central service unit?
4. Is there any formal system of co-ordination between the Central Service Units?
4.1. If not, does any informal consultation or co-operation take place?
5. Is there any co-operation between the library and the AV Service?
6. How do the staff of the various CSU's know what the other units do?
6.1. Are library staff aware of the work and facilities of the AV Service?
6.2. How is this achieved?
7. Do the staff of the various CSU's come into contact with each other?
8. Would service to users improve if staff of the CSU's worked more closely together?
9. Do you consider that there is any overlap in the services of CSU's.
10. Is there any system whereby CSU's charge other departments for their services?

F. CO-OPERATION WITH THE AUDIOVISUAL PRODUCTION SERVICE
1. When did any form of co-operation commence?
2. Are copies of all materials produced or held by the AV Production Service placed in the library?
2.1. If not, how do users gain access to them?
2.2. Do users find this split confusing or inconvenient?
3. Is there a central record of materials produced or held by the AV Production Service in the library?
3.1. Does this include teaching materials bought by other departments of the institution?
3.2. Is it important that this information should be collected centrally?
3.3. Whose responsibility is it?
4. Does the library lend AV materials for use in or outside the institution? 4.1. Who lends the necessary equipment?
4.2. Is there any co-ordination with the AV Production Service over software and equipment loan?
4.3. Does the library also have an equipment loan service?
5. Is the AV Production Service responsible for the selection of equipment for the library?
5.1. Does the AV Production Service understand the special needs of the library or accept library recommendations concerning its equipment?
6. Should the institution standardise on AV equipment?
6.1. Whose responsibility is it to ensure that this is done?
7. Does the AV Production Service Unit maintain and repair library AV equipment?
APPENDIX 10. CASE STUDY GUIDES

7.1. If not, who does?
7.2. How is information about defective equipment made known to the AV Production Service?
7.3. What is the AV Production Services speed of response to a request for repair or maintenance?
7.4. How does this compare to their speed of response to other departments?
7.5. How does this affect the efficiency of the library?
8. Are there any other forms of co-operation between the units?
9. Has co-operation changed over the years and in what ways?
10. How significant is the audiovisual production service to the work of the library?

G. WORKING AND PERSONAL RELATIONSHIPS
1. What are working and personal relationships like between the Librarian and the Head of AV?
2. What are working and personal relationships like between the library and the AV Production Service staff?
2.1. Why are these relationships as they are?
2.2. How do staff relationships affect service to users?
3. Are the Librarian and the Head of AV responsible to the same person or committee?
3.1. (If applicable) What background and experience has this person?
4. Have there been any moves by management or others to encourage separation or amalgamation between the library and the AV Production Service or any other central service unit?
4.1. What form did this take?
4.2. Who instigated this?
4.3. What was the outcome?
5. Do you see any advantages in amalgamation with the AV Production Service?
5.1. Do you see any disadvantages?
5.2. What would your response be to such a change?
6. In view of trends in the technology of information, what are your views on the need for overall co-ordination of all learning resources within the institution?
6.1. Would having some form of co-ordination or one head of all learning resources represent a financial saving to the institution?
6.2. Would it lead to a more effective service to users?

H. HISTORY
1. What academic/work backgrounds do academic staff come from?
1.1. How library conscious are they?
2. What academic/work backgrounds do students come from?
2.1. How library conscious are they?
3. When was the library created?
3.1. What is the aim and objectives of the library?
3.2. Have these changed over the years?
3.3. Are they recorded?
3.4. Are they subject to regular reassessment?
5. Does the institution and library have to submit to any form of validation process?
APPENDIX 10. CASE STUDY GUIDES

5.1. By whom?
5.2. How often?
5.3. If not, is any pressure put on the library by individuals or committee to change its methods or approach?
6. Have staff and student numbers changed since the inception of the Institution?
6.1. What effect has this had on library provision?
7. What effects have continuing limits on public expenditure had on the library?
8. Does the institution make sufficient provision for resources?
8.1. What percentage of the institution's budget does the library receive?
9. Have any studies been made of the use of the library by staff and students?
10. What major physical changes have taken place to the library service since its inception?
APPENDIX 10. CASE STUDY GUIDES

CASE STUDY GUIDE 2. AUDIOVISUAL PRODUCTION SERVICE

A. HISTORY
1. When did the AV Production Service commence?
1.1. Did it begin as part of a teaching department?
1.2. Which department?
1.3. What was its original purpose?
1.4. Is it still a Departmental Service?
1.5. If not, why, when and how did the change take place?
OR
1.6. Did it begin as an independent and separate Service?
1.7. As a result of the Brynmor Jones Report?
1.8. As the result of some other impetus?
1.9. If so, what impetus?
2. What are the aim and objectives of the service?
2.1. Have these changed over the years?
2.2. Are they written down?
2.3. Are they subject to regular reassessment?
3. Does the Institution and the Service have to submit to any form of validation process?
3.1. By whom?
3.2. How often?
3.3. If not, is any pressure by committees or individuals put on the Service to change its approach or methods?
3.4. By whom?
4. What effects have continuing limits on public expenditure had on this Service?
5. Have changes in the content and structure of courses, in teaching methods and in the move to individualised learning changed the work of the Service?
6. Does the institution make sufficient provision for resources?
6.1. What percentage of the institution's budget is this?
7. What major changes have taken place in the AV service since its inception?
8. How audiovisually conscious are the teaching staff?
8.1. What percentage of the staff use AV aids and materials?
8.2. Which types do they use most?
9. Have any studies been made of the use of AV aids in the institution or of the use of the AV service?

B. MANAGEMENT
1. Were specialist staff appointed to develop the AV service?
2. How has the status of the Head of AV changed since the inception of the service?
3. In your professional work, what are your personal special interests?
4. What background and experience had you before taking up this post?
5. Are you the first Head of AV Services?
5.1. If not, when did you take up this post?
5.2. Did your appointment lead to a change of direction of the service?
6. What other staff were appointed at the beginning?
6.1. How has the staffing changed?
6.2. What is the present staffing structure?
APPENDIX 10. CASE STUDY GUIDES.

7. In what ways can the Head of AV Services influence the decision making process within the institution?
7.2. On what Boards and Committees is the Head of AV Services a member?
8. To whom or to which committee is the Head of AV Services responsible?
   (If applicable)
8.1. What background and experience has this person?
8.2. Is he responsible for any other central service units?

C. PRODUCTION
1. What range of production facilities does the service have?
2. What type of production work did the Service undertake at the beginning?
2.1. How has this changed?
3. When teaching staff approach the Service for help in producing AV aids:
   3.1. Would the library be involved in undertaking an information search on the topic, and to see if other AV materials already existed?
   3.2. Who would plan and produce the programme?
   3.3. Would the member of teaching staff be able to meet and discuss with the librarian providing the information and the producer in the same place at the same time?
   3.4. Does this ever happen in practice?
   3.5. Have you ever made use of library materials when designing a programme or actually in the programme itself?
   3.6. Have you ever experienced any difficulties in obtaining library 'reference only' materials required for production?
4. Is there a system of charging other departments for work done?
5. Does the service initiate the production of AV materials?
5.1. Why and how is this done?
5.2. What is the procedure after production work is initiated?
6. Are any of the Service's productions commercially published?
6.1. How is this done?
6.2. What proportion of the productions?
7. Does the Service undertake production work for other organisations?
   7.1. Is this done on a commercial basis?
   7.2. What was the reason for this development?
8. Is student use of the Service and its facilities encouraged?
9. Does the Service assist students in developing the necessary skills for individual AV production?
10. Do students make AV formats when submitting their assignments or in any other part of their course?
10.1. How is this organised?
10.2. How much help do students get from technical staff?
10.3. Who would pay for the materials used?
11. Are there any facilities in the service to allow staff and students to make AV aids themselves?
11.1. Would professional help be available if required?
D. LINKS WITH STAFF AND STUDENTS
1. How is the Service publicised in the Institution? (DOC.)
2. What links are there between the Service and the teaching staff, in addition to personal contact?
   2.1. What do these links achieve?
3. Does the AV Service contribute to the educational development of staff?
   3.1. In what ways?
   3.2. How successful has this been?
4. What links are there between the Service and students?
   4.1. What do these links achieve?
5. What teaching or training work does the staff of the Service undertake?
6. How does this affect the status and conditions of service of the staff?
7. Is teaching experience considered to be an advantage when appointing staff to the Service?

E. AVAILABILITY OF SERVICE'S MATERIALS
1. Did the Service follow the Brynmor Jones Report's recommendation to set up its own library or did it build up its own collection for other reasons?
   1.1. Was a professional librarian appointed to run it?
   1.2. Were they part of the Service's or the Library's staff?
   1.3. What was the function of the Service's library?
   1.4. Was any consideration given to making use of the existing Library facilities in the Institution?
   1.5. What with result?
2. Other than master recordings, does the Service have any form of library or collection of AV materials now?
   2.1. What does this collection contain?
   2.2. How are these materials made available to staff and students of the Institution?
   2.3. What is your attitude to the latest information formats, for example laser discs (Domesday), CD Rom, CD-I?
   2.4. Would you consider acquiring these materials for your collection?
   2.5. Would this split in information cause confusion or inconvenience to users?
   OR
   2.6. If not, when did the service cease building up its own collection of materials?
   2.7. Why was this step taken?
   2.8. What happened to the contents of the Service's collection?
3. Did the Service collect catalogues of hardware and software?
   3.1. Is this still the case?
   3.2. Does this duplicate the collection in the library?
4. What is the distribution of in-house produced materials?
   4.1. Does the initiating member of staff get a copy for his own use?
   4.2. Where is the master copy kept?
   4.3. Does a copy go into the Service's library?
   4.4. If so, how is it made available to staff and students?
   OR
   4.5. Does a copy go to the institution's library?
   4.6. How has the distribution procedure changed?
APPENDIX 10. CASE STUDY GUIDES

F. CO-OPERATION WITH THE INSTITUTION'S LIBRARY
1. Is there any form of co-operation with the main Library?
1.1. Is there any form of 'special relationship' with the Library?
1.2. Does the library accept responsibility for making available all, some or any audiovisual materials, whether purchased or in-house produced?
1.3. Is this done as effectively as you would wish?
2. Does the AV Service have responsibility for purchasing or recommending equipment for the library?
2.1. Does it help or advise the library in setting up playback facilities?
2.2. Is the AV service responsible for the presentation of AV materials in other parts of the institution?
3. Does the AV Service maintain and repair library equipment?
3.1. How does the library inform the unit of defective equipment?
3.2. What priority does the AV Service give to the repair of library equipment?
3.3. Is there a charge made for library repairs?
3.4. Does the AV Service repair equipment for the rest of the institution?
4. Does the AV Service lend out equipment to users?
4.1. If users require software from the library, is there any form of co-ordination with the library?
4.2. Do users find this split confusing or inconvenient?
5. Does the AV Service undertake any other work for the Library?
5.1. What form does this take?
6. Has the library a role to play in the production of AV aids and programmes by teaching staff and students?
6.1. What are your views on the library's responsibilities in this area?
6.2. (If applicable) Would users find this split confusing or inconvenient?
7. Does the library have any AV production facilities of its own?
7.1. How do you feel about this?
7.2. Where do you see the division between materials produced by the library and materials produced by the AV service?
7.3. Would users find this split confusing or inconvenient?
7.4. Are there facilities in the library that you would find useful in your work or that duplicate your own facilities?

G. WORKING AND PERSONAL RELATIONSHIPS
1. Does the service contribute to the work of any other CSU's apart from the library?
1.1. What are relationships like between the Head of AV and the Heads of these CSU's?
2. What is the relationship between the Head of AV Production and the Librarian?
3. What are relationships like between the staff of the AV Service and the Library?
4. Do the staff come into contact with each other at work?
4.1. Is there any form of social mixing at work?
APPENDIX 10. CASE STUDY GUIDES

5. Are AV Service staff aware of the work and facilities of the library?
5.1. How is this achieved?
5.2. Is this the same for other CSU'S?
6. How do staff relationships affect service to users?
7. Is there any evidence of empire building or job demarcation between Heads of the various Central Service Units?

H. FUTURE COOPERATION
1. What is the attitude of the Institution to the AV Service today?
2. Has there been any pressure from Management for closer co-operation or amalgamation with the library, or any other CSU?
3. Do you see any overlap or links in the work of the AV Production Service and the Library, or any other CSU?
4. Would you like to see co-operation increased with the Library?
4.1. How could this be brought about?
5. Do you see any advantages in amalgamation with the library to form a Learning Resources Centre?
5.1. Do you see any disadvantages in such a move?
5.2. What would your response be to such a change?
5.3. What would your staff feel about it?
6. What future do you see for an independent AV Production Service with current developments in information technology?
7. Would having some form of co-ordination or one head of all learning resources represent a financial saving to the institution?
8. Could it lead to a more efficient service to users?
APPENDIX 10. CASE STUDY GUIDES

CASE STUDY GUIDE 3.
FOR A LIBRARY WHICH DEVELOPED INTO A LEARNING RESOURCES SERVICE

A. MANAGEMENT
1. Would you describe the structure of this service as:
   1.1. A multimedia library linked with an audiovisual production service - that is two resource services with defined roles and both under the control of the librarian?
   OR
   1.2. A multimedia library, co-ordinated with the audiovisual production service - that is a co-ordinated facility made up of two or more resource services, each with its own Head and with defined roles, under the overall control of the same Director?
   OR
   1.3. A multimedia library, amalgamated with the audiovisual production service - that is an amalgamation of two or more resource services into a single entity to provide a co-operative service?
   OR
   1.4. Does it have a different management structure?
2. What are the advantages of this type of management structure?
2.1. What are the disadvantages?
2.2. (If applicable) Would you wish the service to develop into 1.3 above?
3. Who became responsible for the Learning Resource service?
3.1. Is this still the position now?
3.2. How has the status of the librarian changed since the inception of the original library service?
4. In your professional work, what are your personal special interests?
5. When did you take up this post?
5.1. What background and experience had you before taking up this post?
6. What are your views on the value of previous experience in relation to the effective management of an LRC?
6.1. Does previous background influence the development of one element of the service more than the others?
6.2. Does previous experience make for communication problems with staff of the other arms of the service?
6.3. How have you widened your knowledge of the various elements of the service?
7. How is co-ordination between the elements of the service achieved?
8. Nearly all Heads Of LRC's are now Librarians. Is this an appropriate development?
9. To whom is the Head of LRC responsible?
9.1. What is the background and experience of this person?
9.2. What other services is he/she responsible for?
9.3. How much does he/she know about the various services he/she is responsible for?
10. In what ways can the Head of LRC influence the decision making process within the Institution?
10.1. Of which Boards and Committees is the Librarian a member?
APPENDIX 10. CASE STUDY GUIDES

11. Does funding come from management for the whole LRC, or for each element of the service?
11.1. Is this the best way of getting the greatest funding possible?
12. Has the percentage of the institution's budget for this service increased after amalgamation?
12.1. By how much?
13. What is the staffing structure within the LRC?
13.1. Have any major staffing changes have taken place since the inception of the LRC?

B. AMALGAMATION
1. Where did the impetus for amalgamation come from?
2. When did this movement begin?
2.1. When was it completed?
3. How was the amalgamation organised?
4. What was the attitude of the parent institution to the amalgamation?
4.1. Has this changed? If so, how and why?
5. What has been the attitude of the library staff to the amalgamation?
6. What has been the attitude of the academic and administrative staff of the institution to the amalgamation?
7. Are students aware that it is an amalgamated service?
7.1. What is their attitude to the amalgamation?
7.2. What difference has it made to them?
8. What was your attitude to the amalgamation?
8.1. Are you still satisfied that this is the correct form of development?
9. Has the LRC been successful in going beyond traditional library service?
9.1. Has it acted as a catalyst in experimentation with teaching and learning methods?
10. How has the development of the LRC lead to a wider and more balanced range of resources?
11. Did the name of the service change on amalgamation?
11.1. What led to the choice of name?
12. Has the amalgamation led to any financial savings?
12.1. How has this been achieved?

C. LINKS WITH TEACHING STAFF AND STUDENTS
1. How is the service publicised within the institution?
2. What links are there between the LRC staff and the teaching staff in addition to personal contact in the LRC?
2.1. What do these links achieve?
2.2. How does one person represent all arms of the LRC?
2.3. How was this done before amalgamation?
3. How is the LRC involved in curriculum development?
3.1. Was the library involved in curriculum development before amalgamation?
APPENDIX 10. CASE STUDY GUIDES

4. Does the LRC make any contribution to the educational development of teaching staff? For example:
   - staff development committees
   - staff development unit
   - workshops with departments
   - orientation of new staff?

5. How were student needs and preferences determined before amalgamation?
   5.1. How is this done now?
   5.2. Does the service assist students in developing the necessary study skills for individualised learning?
   5.3. How is this done?

6. What teaching or training is undertaken by staff of the LRC?

7. Should LRC Staff be involved in teaching programmes?
   7.1. Does this involvement affect their conditions of service?
   7.2. Do you look for teaching experience when appointing staff to the LRC?

D. INFORMATION MATERIALS OTHER THAN PRINT ON PAPER

1. How have changes in the content and structure of courses, in teaching methods and in the move to individualised learning changed the work of the service?
   2. At what stage did the service begin to develop a multimedia collection?
      2.1. Why was multimedia development considered necessary?
      2.2. Was this development the result of an internal move or did pressure come from within the institution or from outside?
      2.3. What form did this pressure take?
   3. What are your views on the role of the newer materials in libraries and LRC's?
      3.1. Which formats do you take?
      3.2. Which formats do you consider unsuitable for library use?
   4. What was the initial attitude of the library staff to the newer materials?
   5. Was any initial or continuing education or training carried out in an attempt to familiarise the staff with the use of these materials and the associated equipment?
      5.1. How effective was it?
      5.2. Who was responsible for training the staff?
      5.3. Is this still done?
      5.4. By whom?
      5.5. How effective is it?
   6. What is the attitude of LRC staff to the newer materials now?
      6.1. To what do you attribute this change?
   7. What percentage of the stock is not print on paper?
      7.1. Do you see this as the correct balance at the moment?
      7.2. How is this figure assessed?
      7.3. How has this changed since amalgamation?
   8. What has been the response of the teaching staff to the newer materials:
      8.1. within the institution?
      8.2. within the library?
      8.3. Do teaching staff show a preference for particular formats?
APPENDIX 10. CASE STUDY GUIDES

9. What has been the response of students to the newer materials?
9.1. Which is the most popular format with students?
10. Have any studies been carried out to investigate the use and value of the newer materials in the library or in the LRC?
11. How are library staff made aware of the existence of the newer materials?
11.1. How was this done before amalgamation?
12. How are users made aware of library materials and facilities?
12.1. How was this done before amalgamation?
13. Do teaching staff include the newer materials on 'reading lists'?
14. Was there a librarian with special responsibility for the newer materials before amalgamation?
14.1. If not, how were they dealt with?
14.2. Is there a librarian with special responsibility for the newer materials now?
14.3. If not, how are they dealt with? OR
14.4. Why do you consider this still to be a necessary post?
15. How are the newer materials included in the central library catalogue?
16. Would professional staff automatically include audiovisual material in response to a subject request, where appropriate?
17. If the LRC cannot satisfy an expressed need from available materials, should it:
17.1. refer users to some potential source of information?
17.2. consider creating an information package to meet the need?
17.3. would audiovisual materials have a role to play here?
18. Does the LRC take or intend to take the latest information formats, for example computer programmes, laser discs (Domesday), CD Rom and CD-I?
19. What form of assistance is forthcoming from the library staff:
19.1. to help users with equipment?
19.2. in trying to obtain multimedia information from elsewhere?
19.3. was this the case before amalgamation?
20. Were the more recent materials exploited differently to print before amalgamation?
20.1. Are they now?
21. Does the LRC hold copies of teachers AV aids, handouts or recordings of lectures?

E. IN-HOUSE PRODUCTION FACILITIES
1. What are your views on the role of the LRC in the production of AV materials by teaching staff and students?
2. Do you know if staff used or use library materials for developing their own aids?
3. Before amalgamation, what facilities did the library already have to help staff produce their own materials - copying, photographic, binding, other production facilities?
3.1. Did users find this split between library and audiovisual production service facilities confusing or inconvenient?
3.2. How long had these facilities existed?
3.3. Why were they created?
APPENDIX 10. CASE STUDY GUIDES

3.4. Did they duplicate facilities already in the audiovisual production service?
3.5. How were staff or students able to use these facilities?
3.6. Did the library have its own technical staff?
3.7. On what basis had they been appointed?
3.8. What happened to them on amalgamation?
4. Are AV productions initiated by the LRC?
4.1. Why would this be done?
4.2. What is the procedure after work is initiated?
4.3. Who pays for AV productions initiated by the LRC?
5. Before amalgamation did any teaching staff approach the library for help in producing AV aids?
5.1. How do they do this now in the LRC?
5.2. Does the LRC take a centralised and co-ordinated approach to this or does the user have to go to different parts of the LRC to get his materials produced?
5.3. Does the library unit undertake an information search on the topic; and to establish what AV materials already exist?
5.4. Who would plan and produce the programme for the user?
5.5. Would the member of teaching staff be able to meet and discuss with the librarian providing the information and the AV producer in the same place at the same time?
5.6. Does this happen in practice?
5.7. How has this changed since amalgamation?
6. Do students make AV materials as assignments or for other parts of their course?
6.1. How would students be dealt with if they approached the LRC for help in producing AV materials?
6.2. Who would pay for the materials used?
6.3. How would this have been dealt with before amalgamation?
7. Does the LRC make provision for staff and students to make their own AV productions?
7.1. Would professional help be available if required?
8. Are any of the materials produced by the LRC considered for commercial publication?
8.1. How is this done?
8.2. What proportion of productions are published?
9. Does the LRC undertake productions for outside bodies?

P. OTHER CENTRAL SERVICE UNITS
1. How many other central service units were there in the institution before the LRC came into being?
1.1. What did they consist of?
1.2. Did any of them have their own libraries?
1.3. What were the views of the Librarian about this?
1.4. Did users find this confusing or inconvenient?
1.5. Did each unit have its own Head?
1.6. If not, or if a post was frozen, did this have any bearing on the move towards the creation of an LRC?
1.7. What grades were they on?
1.8. What other administrative staff were involved?
1.9. Did they all have offices and equipment?
2. Where were these central services housed?
2.1. Were they located centrally on campus?
APPENDIX 10. CASE STUDY GUIDES

3. Have you any evidence of empire building or job demarcation by the Heads of these various CSU's?
4. Was there any formal system of co-ordination between the Central Service Units?
   4.1. If not, did any informal consultation take place?
   4.2. Was there any co-operation between the library and the AV Production Service?
   4.3. How did the staff of the various CSU's know what the other Units did?
   4.4. Did the staff of the various CSU's come into contact with each other?
   4.5. Did you see any overlap or links between the services of the CSU's in the institution?
5. Did the CSU's charge other departments for their services?
6. What other central service units have now been included in the LRC?
   6.1. Who instigated this move towards amalgamation?
   6.2. How did they become amalgamated?
   6.3. When did they amalgamate?
   6.4. Where are they located?
   6.5. How are their services incorporated into the LRC?
7. What other CSU's now exist separately in the institution?
   7.1. Is pressure developing for their amalgamation into the LRC?
   7.2. From whom?
8. Is it important for the future to have overall co-ordination of all learning resources in the institution?

G. CO-OPERATION WITH THE AUDIOVISUAL PRODUCTION SERVICE/UNIT
1. When did any form of co-operation commence?
   1.1. Before amalgamation were copies of materials produced or held by the AV Production Service placed in the library?
   1.2. If not, how did users get hold of them?
   1.3. Did users find this split confusing or inconvenient?
   1.4. Are these materials placed in the library unit now?
   1.5. Was there a central record of materials produced or held by the AV Service in the library, before amalgamation?
   1.6. Is there now?
   1.7. Did this include other teaching materials bought by other departments of the institution?
   1.8. Does it now?
   1.9. Is it important that information on all learning resources in the institution is collected centrally?
   1.10. Whose responsibility is it to collect this information?
2. How were enquiries from staff and students for equipment and materials required for audiovisual presentations outside the library dealt with before amalgamation?
   2.1. How are they dealt with now?
   2.2. Is there co-ordination between the sections of the LRC lending the software and the hardware?
   2.3. Are there any restrictions imposed on the movement of LRC equipment and materials required for AV presentations?
3. Was the AV Production Service responsible for the selection of equipment for the library before amalgamation?
   3.1. Did they understand the special needs of the library or accept library recommendations concerning its equipment?
   3.2. Did they maintain library AV equipment?
APPENDIX 10. CASE STUDY GUIDES

3.3. What was their speed of response to a request for repair or maintenance?
3.4. How did this compare to their speed of response to other departments?
3.5. How has this changed since amalgamation?
3.6. Should library equipment have priority?
4. Should the institution standardise on AV equipment?
4.1. Whose responsibility is it to ensure that this is done?

H. WORKING AND PERSONAL RELATIONSHIPS
1. What were working and personal relationships like between the Librarian and the Head of AV before amalgamation?
   1.1. How has this changed?
2. What were working and personal relationships like between the staff of the two units before amalgamation?
   2.1. Why were these relationships as they were?
   2.2. How have these changed?
3. How do staff relationships affect service to users?
3.1. How important is it that the library side and AV production staff mix together? / and any other arms of the LRC?
   3.1. How is this achieved?
4. Were the Librarian and the Head of AV responsible to the same person or committee?
   4.1. (If applicable) What background and experience had this person?
   4.2. Did this person attempt to develop any co-operation between the units?

I. LOCATION OF FACILITIES
1. Is this a multi-site campus?
1.1. What problems does this create for the LRC?
2. Where are the AV production facilities located now?
   2.1. Is it important that the library and av production facilities are located together?
   2.2. How closely should they be linked?
   2.3. Is this the same for any other arms of the LRC?

J. HISTORY
1. What academic/work backgrounds do staff come from?
   1.1. How library conscious are they?
2. What academic/work backgrounds do students come from?
   2.1. How library conscious are they?
3. When was the Library created?
3.1. What is the aim and objectives of the LRC?
3.2. Have these changed over the years?
3.3. Are these recorded?
3.4. Are they subject to regular assessment?
4. Is the LRC involved in any form of validation process?
   4.1. When did this begin?
   4.2. By whom?
   4.3. How often?
   4.4. If not, was or is there any pressure put on the service to change?
   4.5. By whom?
5. How have staff and student numbers changed since the inception of the institution?
5.1. How did this affect the service?
6. What effects have continuing limits on public expenditure had on the service?
7. Does the institution it make sufficient provision for resources?
7.1. What percentage of the total budget does the LRC receive?
7.2. How has this changed over the years?
8. What major physical changes have taken place to the library service since its inception?
9. How many staff did the library have before amalgamation?
APPENDIX 11

QUESTIONNAIRE AND COVERING LETTERS
APPENDIX 11. QUESTIONNAIRE AND COVERING LETTERS

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1 November, 1986

NOT ANOTHER QUESTIONNAIRE!!!!

Yes, I regret that it is but THIS ONE IS DIFFERENT - IT IS SHORT! Because it is designed to fit a variety of situations, it looks large but only TWO of the sheets will apply to you. The maximum number of questions you may have is FIFTEEN and it should take approximately FIFTEEN MINUTES to complete. Please give it your sympathetic consideration.

I dislike questionnaires as much as I am sure you do, but I have been forced to the conclusion that there is no other way to obtain this information.

Following my article in The Audiovisual Librarian Vol. 11, No.3, Summer 1985, on the relationship between libraries and audiovisual production services in academic institutions, I am now carrying out further research on the history and the present state of these relationships. The information gained from this questionnaire should chronicle developments that have taken place. The research will be presented in the form of a doctoral thesis, in articles, lectures and possibly a book.

The information gained from this questionnaire will also be shared with Gordon Brewer, Head of Learning Resources at Bedford College, who has been appointed Research Fellow of the Learning Resources Development Group to undertake a Learning Resources Research Project in Further and Higher Education.

If you, or one of your senior staff, would fill in the details and read Section A overleaf on this coloured sheet, then complete ONLY the short section you are referred to, which is contained on one of the sheets of white paper, I would be most grateful. A stamped addressed envelope is enclosed, of course. There is no need to return the white sheets you have not used, if you wish.

Should you be willing to send me copies of documents relating to coordination or amalgamation of your library with other resource services or any other information on the subject I would be further indebted to you. Such documents or information would be treated as confidential and used only with the greatest discretion.

I deeply appreciate your cooperation in extending the knowledge about our profession in this way.

Sincerely,

/over...
LIBRARIES AND AUDIOVISUAL PRODUCTION SERVICES

NAME of the Institution ................................................................................ ..

PLEASE give the full name of the service......................................................

PLEASE give the full title of the Head of the Service...............................

PLEASE give your name and telephone number........................................

STD Code........................number..............................extn...................

SECTION A. Which of the following descriptions most closely describes your resource service?

1. A Predominantly print based library (print including microforms but with no policy of purchasing audiovisual materials. There may be a photographic or reprographic service as part of the library)

   If so, please complete Section B only (pages 2 & 3)

2. A Multimedia library (print including microforms and with a policy of developing the stock of audiovisual materials. There may be a photographic or reprographic service as part of the library)

   If so, please complete Section C only (pages 4 & 5)

3. A Multimedia library, LINKED With the audiovisual production service (An audiovisual production service with a defined role and possibly a head of service, linked to a library whose librarian also has overall responsibility for the audiovisual production service. The linking may be for administrative rather than service reasons)

   If so, please complete Section D only (pages 6 & 7)

4. A Multimedia library, COMBINED with the audiovisual production service (A combination of two or more resource services, either working in cooperation, or amalgamated to provide an integrated service, under the control of one director)

   If so, please complete Section E only (pages 8 & 9)

5. If your service does not fit into any of these categories, please complete the section that is closest to your situation and indicate any differences.

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APPENDIX 11. QUESTIONNAIRE AND COVERING LETTERS

SECTION B. PREDOMINANTLY PRINT BASED LIBRARY

1. Is the present library service the result of a merger of institutions or of a change of status of the institution?
   Yes / no

1.1. In which year was the present library service formed?

2. Has the library any production or reprographic facilities of its own, e.g. photographic, microfilming or photocopying?
   Yes / no

2.1. Briefly, what do these consist of, and what services do they offer? (OR please include a brochure on the facilities)

3. Is there a separate audiovisual production service in the institution?
   Yes / no

3.1. In which year was this service formed? 19...

3.2. Does the audiovisual production service itself make its own productions available to teaching staff and students?
   Yes / no

3.3. Does the audiovisual production service have its own audiovisual library, consisting of its own productions and commercial audiovisual productions, which it makes available to teaching staff and students?
   Yes / no

3.4. Are the audiovisual production service's productions available for use in your library?
   All / some / none

/CONTINUED OVERLEAF
4. Are there any other separate audiovisual libraries or collections in the institution? Yes / no

Please name them. .........................................................
........................................................................
........................................................................
........................................................................
........................................................................

5. Have there been any moves towards the library service being coordinated with or amalgamated with other resource services? (e.g. audiovisual production, computer, educational development, print/reprographic, information technology development units)

........................................................................

5.1. If 'yes', please name the resource services involved
........................................................................
........................................................................
........................................................................
........................................................................

5.2. Who initiated these moves and why?
........................................................................
........................................................................
........................................................................
........................................................................

In what year? 19

5.3. What was the outcome?
........................................................................
........................................................................
........................................................................
........................................................................

5.4. If 'no', can you comment? ..............................
........................................................................
........................................................................
........................................................................
........................................................................

PLEASE include a copy of the current staffing structure for your service and a brochure, if possible.

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APPENDIX 11. QUESTIONNAIRE AND COVERING LETTERS

SECTION C. MULTIMEDIA LIBRARY

1. Is the present library service the result of a merger of institutions or of a change of status of the institution?
   Yes / no

1.1 In which year was the present library service formed?
   ............................................

2. Has the library any production or reprographic facilities of its own, e.g. photographic, microfilming or photocopying?
   Yes / no

2.1 Briefly, what do these consist of, and what services do they offer? (OR please include a brochure on the facilities)
   ............................................
   ............................................
   ............................................
   ............................................
   ............................................
   ............................................
   ............................................
   ............................................
   ............................................

3. Is there a separate audiovisual production service in the institution?
   Yes / no

   Please name ........................................................................................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................
   .................................................................

3.1 In which year was it formed? 19............

3.2 Does the audiovisual production service itself make its own productions available to teaching staff and students?
   Yes / no

3.3 Does the audiovisual production service have its own audiovisual library, consisting of in-house productions and commercial audiovisual productions, which it makes available to teaching staff and students?
   Yes / no

3.4 Are the audiovisual production service's productions available for use in your library?
   All / some / none

/CONTINUED OVERLEAF
4. Are there any libraries or collections open to teaching staff and students in other resource services? (e.g. audiovisual production, computer, educational development, print, reprographic, information technology development units)

Yes / no

Please name those with libraries/collections...


5. Have there been any moves towards your service being coordinated with or amalgamated with those or other resource services?


5.1. If 'yes', please name the resource services involved


5.2. Who initiated these moves and why?


In which year? 19.......

5.3. What was the outcome?


5.4. If 'no', can you comment?


PLEASE include a copy of the current staffing structure for your service and a Brochure, if possible.


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APPENDIX 11. QUESTIONNAIRE AND COVERING LETTERS

SECTION D. MULTIMEDIA LIBRARY LINKED WITH THE AUDIOVISUAL PRODUCTION SERVICE

1. Is the present library service the result of a merger of institutions or a change of status of the institution?
   Yes / no

1.1. In which year was the present library service formed?

2. In which year was the audiovisual production service originally formed?
   19

3. In which year did the audiovisual production service come under the control of the librarian?
   19

3.1. Who initiated these moves and why?

4. Have there been any moves towards your service becoming fully amalgamated to provide an integrated resource?
   Yes / no

4.1. If 'yes', who initiated these moves and why?

4.2. In which year?
   19

4.3. What was the outcome?

4.4. If 'no', can you comment?

/CONTINUED OVERLEAF
5. Are there any libraries or collections in other resource services? (e.g. audiovisual production, computer, educational development, print/reprographic, information technology development units)

Yes / no

Please name those with libraries/collections...

5.1 Have there been any moves towards your service being coordinated with or amalgamated with these or other resource services?

(Yes / no)

5.2 If 'yes', please name the resource services involved

5.3 Who initiated these moves and why?

In which year? 19...

5.4 What was the outcome?

5.5 If 'no', can you comment?

PLEASE include a copy of the current staffing structure for your service and a brochure, if possible.
SECTION E. MULTIMEDIA LIBRARY COMBINED WITH THE AUDIOVISUAL PRODUCTION SERVICE

1. Is the present library service the result of a merger of institutions or a change in the status of the institution?  
   
   Yes / no

1.1. In which year was the present library service formed?  
   (i.e. before its combination with other resource services)

2. Which other resource services are combined with the library?

   Audiovisual production service Yes / no
   
   Year of original formation? 19
   
   Year of combination? 19
   
   Computer services unit Yes / no
   
   Year of combination? 19
   
   Educational development unit Yes / no
   
   Year of combination? 19
   
   Any other? (e.g. Print, Reprographics or Information Technology Development units)

   Please name.............................................

   Year of combination? 19

3. Who initiated these moves and why?..............................

   ....................................................................

4. What is the professional background of the overall director of the services?

   ....................................................................

5. Would you most closely describe your service – as an amalgamation of two or more resource services to provide an integrated service?

   Yes (please go to 6) / no

   OR as a coordinated service made up of two or more resource units working in cooperation?

   Yes (please go to 5.1) / no

/CONTINUED OVERLEAF
5.1. Have there been any moves towards your services amalgamating to become an integrated service?

(Yes / no)

5.2. If 'yes', in which year?

19...

5.3. What was the outcome?


5.4. If 'no', can you comment?


6. Are there any resource services (see 2. above) which are not coordinated in the library / learning resources services?

Yes / no

Please name them.


6.1. Do any of these have libraries or collections available to teaching staff and students?

Yes / no

Please name them.


6.2. Have there been any moves to coordinate these resource services with the library / learning resources services?

(Yes / no)

6.3. If 'yes', who initiated these moves and why?

In which year? 19...

6.4. What was the outcome?


6.5. If 'no', can you comment?


PLEASE include a copy of the current staffing structure for your service and a brochure, if possible.
The Librarian,  
Address.  

Dear  

I am writing to follow up my previous letter in which I enclosed a copy of a short questionnaire on the relationships between Libraries and Audiovisual Production Services in academic institutions - I do hope that a copy reached you. There has been an excellent response to my request but as yet I have not received a reply from you. However, I do appreciate that questionnaires can be a nuisance and are left until the time is available to deal with them.  

The results received so far show that over 40% of the institutions of higher education now have linked or combined library and audiovisual production services and that a significant number are moving towards such a relationship in the near future.  

I am sure that you will agree that this is a surprisingly high and significant percentage. In order that I can present a wholly accurate representation of the current situation to the profession I would be most grateful if you or one of your staff could find the time to reply - it only takes the length of a tea break to fill in the questionnaire. I enclose another copy in case the first has been mislaid.  

Your sincerely,  

Anthony Hugh Thompson, M.A., F.L.A.  
Senior Lecturer in Media Technology,  
College of Librarianship Wales.