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Putting Learning and Support in the Centre
The Leeds Met Library Model / Section 2



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Putting learning and support in the centre: the Leeds Met Library model Section 2

REBIUN Workshop on Management of Learning
Resource Centre Services, Granada, May 2005

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Rationale

- Changes in
 - learning and teaching, pedagogy
 - technology
 - information
 - government policy
 - mass higher education
 - widening participation
 - Follett & Fielden Reports
 - student expectations / student finance
- Integrated services
- Economical and rationalisation
- Accessible
- Learning Centre / Library



Learning context

Autonomous	Move from teaching to independent learning
Open & flexible	More choice of when, where and how students study
Resource-based	Greater use of learning resources
Peer-based	Facilitating learning from one another
Lifelong	Greater access and diversity, more support



Supporting learning

Autonomous	Facilities for independent study, skills development
Open & flexible	On-campus, off-campus, 24 hours x 7 days
Resource-based	“learning centres”, integrated facilities providing all resources
Peer-based	Facilities for group work
Lifelong	Meeting diverse and special needs, empowerment



Ethos of Learning Support Services

- Customer focus – Charter Mark award
- Continuous quality improvement
- Empowering the student
- Seamless services
- On- and off-campus support
- Effective use of IT
- Faculty partnership
- Accessibility
- Developing staff skills



Support services

- Information desk
- Distributed help
- Issues/returns: self-service
- Audio-visual loans
- Off-campus support
- Distance learners – “OffSite”
- Involves majority of staff



