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**INSPIRE Project
Final Report**

To Northwest Museums, Libraries and Archives Council

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Objectives

The objectives for the project were:

1. to assess the learning resource requirements of different groups of learners within the Liverpool area
2. to investigate the existing learning provision by the Liverpool Partnership
3. to review the existing joint access to libraries agreement of the Liverpool Partnership in the context of benefit to learners
4. to make recommendations regarding the development of the joint services of libraries in Liverpool to meet the needs of learners
5. to make recommendations regarding initiatives which will facilitate access to the joint services of libraries in Liverpool.
6. to produce a final report on the findings of the project

Working within the NWMLAC INSPIRE project and reporting to the Steering Group, the project personnel would research the learning resources required by 3 pilot groups of learners in the context of provision by the Liverpool *Libraries Together* Partnership, and considering initiatives elsewhere in the region. (See Appendix A – Brief from funder.)

Conducting focus group sessions

Work with up to 3 groups of learners via focus group sessions in order to assess their learning requirements and to investigate the existing services (with the Steering Group to be responsible for selecting participants and organising venues and refreshments and for rewarding participants).

The Steering Group would arrange the following for the focus group sessions

- participants of each focus group
- venue, date and timing of each focus group session

The project personnel arranged:

- agenda for each focus group (following the requirement above)
- methods of recording focus group sessions

Reporting

The Project Manager met with Steering Group in Liverpool on 20 February 2004 and on 26 March 2004.

Interim Report

An oral report was delivered to the Steering Group at their meeting in Liverpool on 26 March 2004. and an outline written report delivered by the agreed date of 5 April 2004.

Final Report

The following written report reviews the findings from the focus groups, literature review (supplied by the Steering Group) and discussions with the Steering Group, incorporating analysis of the existing services of the Liverpool Partnership in terms of whether the Generic Learning Outcomes established by the Steering Group (see Appendix F) are satisfied, and making recommendations for future development.

Methodology

Literature consideration

Consideration of the literature review previously undertaken by LISU (supplied by the Steering Group) regarding information about similar initiatives elsewhere in the region and in the UK.

Focus Groups

The initial brief specified 3 focus groups, each involving a different group of learners selected by the Steering Group, together with a representative from the agency with which they are linked if appropriate, participants from library front line staff and a steering group member:

1. 1 focus group discussion meeting with existing student users
2. 1 focus group discussion meeting with Open University students
3. potential new users will form the third group for which sessions will comprise an initial meeting in their own community followed by tours of up to 2 libraries with an interpreter (to be supplied by Steering Group)

Each library in the Liverpool partnership advertised for participants (criterion being existing library users) for focus group 1. This set out to establish 1 participant from each of the academic libraries in the Partnership and 2 from the public library.

Liverpool Central Library, which has an Open University unit, identified participants for focus group 2. The format for focus group 3 was changed from the initial brief by the Steering Group. Originally this was proposed to be one group which would be taken through three sessions. However, members of the Steering Group preferred for one session to be held with three different groups. They identified the participants for these three groups (refugees and asylum seekers): Sure Start mothers, ESOL learners, Members of the Congalese Association of Liverpool. Although the brief stated the inclusion of a steering group member and participants from the library staff this was only implemented for group 3. The small numbers of participants in each focus group indicates that the findings cannot be regarded as representative.

The Focus group sessions included questions and discussion (see Appendices C & D) which aimed to:

- assess resource requirements
- consider use of learning resources, including access to information and physical space
- investigate existing services
- identify aspects that are well received and barriers to use
- investigate areas for development of new joint services
- review joint access agreement
- review design in terms of benefit to the user and the users' requirements
- review methods of raising awareness
- review ease of use, including staff support
- identify initiatives which will facilitate access to the joint services
- identify activities/resources that will benefit learners during their involvement with the project

The questions for Focus groups 1 & 2 were circulated to the Steering Group in advance of the sessions. Small amendments were made to reflect responses from the Steering Group.

The questions for Focus groups 3, 4 & 5 were largely determined at the meeting on 26 March 2004.

Analysis of services

Analysis of the existing services of the Liverpool Partnership in terms of whether the Generic Learning Outcomes established by the Steering Group (see Appendix F) are satisfied, and making recommendations for future development.

Findings

The Focus Groups 1 & 2 Sessions

The timing of all focus group sessions were agreed by the Steering Group as appropriate for each group of participants.

The first two focus group sessions were held on the same day, 10 March, in a conference room at the Marriott Hotel - a venue arranged by the Steering Group. On arrival at the hotel this was found to be a small board room with 10 seats. There was not room to stand or chat informally other than around the table. Space was quite restricted. As requested a flipchart had been provided and each session was taped for the record. Each participant was given an information sheet about the session, which had been circulated to the Steering Group in advance (see Appendix B).

For the majority of both these groups the venue was imposing and several had difficulty following directions from the main foyer. It could be argued that this was not a good start for some of them. However, it did not appear to affect the participant from the first group who was more used to this type of venue. One participant from the second group of OU learners, who arrived late, did not integrate well and was dominated by two sitting either side of him.

Confidentiality

In all the discussions detailed below the learners in groups 1 & 2 have been called 1A, 1B, OUC, OUD, OUE, etc in order to preserve identity, ensuring that the initial used does not coincide with their name. The course could also identify the participant but the names are with-held from this report in order to protect the learner's identity as promised in the information sheet issued (See Appendix B).

Reporting

The Liverpool partnership libraries are referred to by the following acronyms:

Name	Acronym
Liverpool Community College	LCC
Liverpool Hope University College	LH
Liverpool Institute for Performing Arts	LIPA
Liverpool John Moores University	LJMU
Liverpool Public Libraries	LPL
University of Liverpool	LU

The responses are reported by group within each heading. Where no group is cited the comments refer to all participants.

The responses are reported under the headings given for the assessments required. These headings were used to develop a series of questions intended to govern the direction of the discussion. (See Appendix C) It was planned to put some of the lists on the flipchart however this proved to be inappropriate for two reasons:

Group 1 – Learners – 1A to 1F

- two learners were very shy of contributing for some time
- three were not on degree or research based courses thus having considerably different course requirements and attitudes.

At most points 1E is closer to the Group 2 learners than Group 1.

Group 2 – OU Learners – OUA to OUH

- several of these learners were very vocal and much of the session was spent trying to redirect or to keep the discussion along the guidelines and covering the topics
- this group seemed to be dominated by social science students which could influence results
- this was not an easy group to manage as several learners tended to try and take over.

The tape recordings have been used to capture the essence of the discourse within sessions and to inform the written report and the conclusions following. The key issues and relevant comments have been extracted from the recordings.

1 Assess resource requirements

This topic was also to consider the use of learning resources, including access to information and physical space.

Group 1

The participants' courses affected their resource requirements considerably as did their year of study as shown in Table 1 below. The majority were not expected to use a wide range of resources. The exceptions were 1C, 1D & 1F who were doing or had done research.

Group 2

Both OUa & OUf were aware of the wider range of resources and potential requirements but did not currently need them for these studies. They had studied before.

Table 1. Groups 1 & 2. Participants' learning requirements

<i>Code</i>	<i>Institution</i>	<i>course</i>	<i>year</i>	<i>IT use required</i>	<i>Resources required</i>
1A	LCC	Access to health – pre Nursing at LJMU	2	IT with books	Books essential
1B	LCC	Access to health – pre Nursing at LJMU	2	IT with books	Books essential
1C	LIPA	BA Music	3	IT less essential own laptop	Resources constantly used – more than books
1D	LPL	Eng lit MPhil	PG	IT for notes	Books essential
1E	LH	CLAIT	1	IT only	No books needed
1F	LU	PG Law	PG	IT for notes	Books essential
OUa	OU	PG Music introduction	1	Resources only – work at home	Vocal when he could get a word in
OUb	OU	Social Science D101	1	It and email because not at work	Weekend and evening for email for OU Hope Univ working books Able to go in and use internet for free of charge and lots of computers - really impressed nice to stop and talk to others on OU too – social aspect
OUc	OU	Welfare care and diversity (may be slightly incorrect – difficult hear)	1 / 2	IT & library to work – easier to come to centre than local	LPL slowly getting into further reading – place to study without interruptions Borrow as much as possible
OUd	OU	Social Science D101	1	Library - but closed it and now nowhere to go	Comes to Central (£42 pw!)
OUe	OU	Social Science D101	1		Quiet – work there - peace
OUf	OU	Probability statistics	2	Books – central near work and home	Not good at working in library but course is technical Why not? too much like university studying for first degree
OUg	OU	Social Science D101	1	central	Local – but does not have sufficient resources Central - sit for ages, easier to work
OUh	OU	Difficult to hear – mumbled a lot	?	books	Only the OU texts

Table 1 shows the participants perceived assessment of the course requirements, and whether they required IT use at the same time as access to books or other media. This question was asked together with a question about how they take notes.

Group 1

All undergraduate (UG) and postgraduate (PG) participants took notes straight onto the computer, i.e. with IT, and thus needed such resources in the library. 1A & 1B both wrote notes by hand then typed them up, making the comment that it helped learn the material **and** that their typing skills still need too much effort to be able to do this directly from the book. 1E was still also a novice with IT and did not need to take notes on this IT based course.

It was anticipated that activity spaces (e.g. architect's design; craft / drama action space / laboratories) might affect library usage, but only 1C doing Music needed sound equipment and that was more often in the laboratories - although the library provided this resource and he used it there (although he was somewhat an exception to these rules having his own laptop computer). His laptop, however, was not Internet enabled and he regularly used library computers for searching and for email.

Group 2

The OU participants were similar to group 1 participants in that it had not really occurred to them to take notes straight onto the computer. Many, and 1E, were still too novice with IT.

Before proceeding further, the message was emerging from the OU participants and the CLAIT learner was that they '**enjoy**' Central library and use it most. The mention of using other libraries suggested they were not used often.

Course requirements of participants

Much of the investigation into what they have to do for their courses is summarised in Table 1 above. Only those in later years actually know how this has changed with the year of study.

Group 1

The need to research for a dissertation had only been met by 1C, although 1D & 1F had done this for their first degrees and would be moving towards this after this first PG year. Their need was for a wider range of resources (including books) than the others who were still using basic texts. 1C's course is practical and requires recording studios to work with and needs specific computer programs (not just 'Office'), which are then used in the library or laboratories.

At this point it must be remembered that 1E is only using the library for the IT, as the course is entirely IT based. 1E commented about the difficulty of using the varied types of computers at the libraries – some of which are more modern than others. Furthermore, as they are only there 3 hours each week for the course, students go into other libraries to practice and find getting used to the computers quite a challenge. IT is the only requirement as they are given exercises to work through.

IT is important to all participants as not everyone has a computer at home. 1D mainly uses books and microfilm with the Internet for journals, while taking notes.

1A, while also taking notes by hand, pointed out that she has to use books in the library as they are too expensive to buy. 1F also pointed out that in law it is too expensive to buy books which, for some modules based on EU law, will not be relevant when returning to his home country to work. The library is providing a great service by letting them borrow books for 3 weeks and then continuing to renew them. This suggests that if learners do not take the trouble to reserve texts, they might not reappear on the shelves all term once one learner has borrowed them.

The term 'e-learning' was not understood by any participants. They described using the Internet to find information and to pick up notes, but it does not appear as though any are actually using e-learning programs. Even the CLAIT course participant referred to 'notes to work through' as if they are paper based.

Group 2

IT is important to all participants as few have a computer at home. However, course requirements other than this are limited. The OU group always refer to their workbooks. While it is clear that some use other resources, many do not.

Like group 1, the term e-learning was not understood by any participants. They described using the Internet to find information and to pick up notes but it does not appear as though any are actually using e-learning programs.

2 Investigate use of existing services

It was important not only to find out which library the learners use most but also how many libraries they used regularly and for what reasons. In each case they used the main sites of the organisation – few realised there were the peripheral ones – see below.

It should be noted that when the participants say JMU they all usually mean Aldham Roberts LRC and all seemed to work there considerably.

Table 2. Group 1. Libraries used

			<i>Base library</i>	<i>Use first</i>	<i>comments</i>	<i>Use second</i>	<i>comments</i>	<i>Most frequently used Like most</i>	<i>Most frequently used Like least</i>
1A	Access to health – pre Nursing at LJMU	2	LCC	LPL	Frequently because quiet	LJMU	Quiet and has texts, photocopying	quiet	
1B	Access to health – pre Nursing at LJMU	2	LCC	LPL	Frequently because quiet	LJMU	Conducive to study Has texts	Quiet Atmosphere encourages work Nearer and can get there on foot	
1C	BA Music	3	LIPA	LIPA	Facilities, IT and media as well as resources and somewhere to work Use ILL a lot	LJMU	Better classical CD collection	Friendly and somewhere to work	
1D	Eng lit Mphil	PG	LPL	LH	For resources and IT	LU	When their resources needed	Resources & IT near	Not easy to work – prefer work in room
1E	CLAIT	1	LH	LPL	Where the course is based Cold	local	But often shut and not as peaceful as central	Quiet	Little
1F	PG Law	PG	LU	LU Law School	Only to find and take out books	LJMU	Only to find and take out books	Resources & IT	Not easy to work – prefer work in room

Group 1

In considering where participants study, 2 prefer home, 1 prefers a mix of home and library due to the programs and equipment required, and 3 prefer the library (of which 2 have not got home IT resources therefore have to be in a library). One of these has to fit library use around jobs and school times (3 children) but two state that it is very noisy at LCC and they cannot work there.

When asked whether they need to use the Internet in the library, the response generally for pre-degree learners was not often, with the CLAIT learner saying she/he did not have the patience for it.

Group 2

The OU participants are not covered in Table 2 as they all use the central public library first. The OU participants are almost all working from course outlines and books, and pointed out that Central library has their books 'in the box' so they do not have to go looking for them. They use 'other libraries', which usually seems to mean local libraries rather than university libraries, because relatively few know they can be university users. OUd uses JMU in the evenings, which is described as good. She/he understands the open 24/7 concept which is described as 'amazing' but who wants to work at night? OUa had used several other libraries in the Partnership, but said he could not work there because of the atmosphere. Generally the OU participants were not using university libraries to any great extent and their movement was more governed by work, meals and time available. There was not much movement.

The OU participants were, however, very interested in the other opportunities, and their response to whether they used and borrowed from other libraries was to ask whether they could and how it worked. This was explained.

There is a lack of training for OU learners in library systems and use. Those who are using other libraries already are, without exception, those who are returning to education or have been good library users during their life (two in the over 50 category).

Identify aspects that are well received

Participants were asked what they liked about the library they used most and least about the library they used most. The results were incorporated into Table 2. Their responses were very similar to their reasons for using the library. All wanted quiet, then resources and IT.

Group 2

This has been covered in the previous section on group 2, but very similar conclusions to the first group can be drawn – quiet and study atmosphere, with IT and a few resources but not nearly as many.

Identify barriers to use

Very few had considered using other libraries, and thus none had decided against it. This was mainly due to lack of knowledge and sufficiency in what they had. All seem to find JMU 'open all hours'.

Group 1

Travelling to other libraries to use them had been successful for 1C, 1D and 1F where they had done so. Both 1C and 1F have the self confidence to gain entrance and have never had a problem. 1E's problems in going to use another library were related to difficulties with different opening times on different days and trying to gain entrance when not at work. For example, a branch public library had been shut for lunch unexpectedly on several occasions. This was the only participant really affected by hours.

1C reported an unusual problem when working in Manchester and using another library. The Manchester library would not let him borrow an item **but** lent the item to LIPA, which then let him borrow it - which he thought somewhat odd as he had to travel to Liverpool to collect a book sent from Manchester where he was working and then go back with it.

It was anticipated prior to the focus group sessions that the term 'barrier to use', such as emotional, physical, peer group pressure, would not be understood but, having used the word inadvertently, it was well understood. It was difficult to answer as there was little experience **but** the biggest barriers were identified quite quickly as:

- knowing what is available
- knowing where the library is
- knowing what it stocks.

Most are shrewd enough to gain entrance with their learner cards. (This might be because the sort of people who present themselves for such a focus group are probably not going to be as reticent about going around and finding out in the first place).

1C from LIPA noted that there was swipe card access to virtually everywhere in the building (except the bar!), and that people from outside would find it formidable. No one had any problem gaining entrance anywhere and, again, they all use JMU.

Group 2

To the OU participants, opening hours are of importance because by time they finish work and have an evening meal, 8 pm is actually early. OUd was selling JMU to the rest of the group for late opening. 1E is the only participant from group 1 who really fits better with this group.

Peer group and people pressure were surprisingly unimportant, as all were very independent agents.

They could think of no valid reasons for not going into other libraries.

Investigate areas for development of new joint services

No services found elsewhere were missing in Liverpool libraries, however this finding must be considered in light of not enough experience of other resources. In both groups, those from outside Liverpool were in the minority. Over all 14:

- Group 1** 1 from Blackpool
2 from overseas
1 from Cheshire
- Group 2** 1 lives on Wirral

For the same reasons, few resources could be identified as lacking.

Participants suggested that they cannot help with ideas because they are not all established library users and what they would like more than anything is better induction into what is available. Few have experience elsewhere, and those who had such experience expected no more than books and IT resources with a photocopier available.

Group 1

1C would like to see more private study rooms – there are one or two in Central library - and private space which would be appreciated elsewhere – LIPA has headphones but no private areas. Those private study spaces available are often very cramped.

Emphasis has already been made that participants cannot afford texts:

- some too expensive for volume of use
- law texts date too quickly to be worth buying them.

Borrowing was measured on a scale 1-10 where 10 is very important with the first group:

- 1 – not relevant
- 5 – scale 10

One participant who had not seen the JMU self-issue facility was advised.

Group 2

The OU participants need few texts - all is in their course books and references provided in those. They were not at all clear on what they expected from a library.

Catalogue use

Group 1

This was limited but intensive with the 3rd year and PG learners. Only 1D and 1F, both PG, have used Internet catalogues regularly to save time and visits. 1C from LIPA uses indexes a lot due to various formats and finding sheet music, etc, and also to show loan restrictions and the analytical indexing of CD / score content for specific tracks (LIPA provides that level of access). It could be interpreted that 'index' is being used to mean 'catalogue'. Whilst the researcher understood 1C's very different needs in music, the other participants were a bit bemused by some of his terminology.

Group 2

None of the OU group were really using catalogues to any great extent. They ask for help, and some are only vaguely aware of catalogues via the computer. Others have ideas of where to look and find from the shelves. During the session, the researcher found herself explaining how to find a book on a reading list – and OUF told others to use the OU web site, about care using ISBNs, and fact they can borrow from there.

Investigate knowledge of services available to participants

Knowledge of the services the library offers was limited. It was hard work achieving this for both groups.

Group 1

With this group a list was developed and explained and their comments appear below.

- | | |
|--|---|
| 1. Catalogue available online | Yes, and UG/PG use others ask and once find shelf go to look in that area next time
'look for friends by books'
1C uses catalogue in library |
| 2. Help desk with enough staff | Yes and use it for help regularly |
| 3. Computers for general use – enough? | Yes - all except 1F who works at home always
1C takes laptop with WiFi internet access which only works in some libraries |
| 4. Lounge areas for relaxation and group work | No, do not like these as it is a distraction |
| 5. Food / drink near enough not to disturb studies too much? | No |
| 6. Security for your belongings while you go to the stacks / toilet etc. | Yes, but all firmly warned never to leave items alone notices saying no mobile phones but ignored - even when asking not to people go on using phones all the time |
| 7. Photocopiers easily available | Essential to most – and they ask because they have to |
| 8. Disabled facilities and access | No comment |
| 9. Adequate stock for your field of study | Yes, and the main reason for using other libraries |
| 10. Clear guidance and instructions on use | No – always ask and everyone helpful |
| 11. Order books from others libraries | Several expect them to obtain them and know it is possible
3 know about it and 2 in OU are using these services (but they used such services before beginning OU). |

The use of electronic journals was added to the questions and had to be explained to all but two participants, of whom only one uses them. This is though Athens from Library computers, not at home. The researcher explained to the other participants what electronic journals and databases are. Mention was made of an

electronic book at one library – LIPA – with only 1 user licence so two people cannot use it at once! (The researcher suggested that this was probably economics and further licences might be purchased later.)

Group 2

There was a limited amount from the OU group. All expect to work in the library and use IT. They are not concerned about other facilities. Two expect to order books from other libraries, but they used libraries fully before they began OU.

One had used catalogues of other libraries through the Internet and found his/her own UG dissertation listed.

This electronic topic was not raised with the OU group because it had become clear that would they not have knowledge of this topic because of the group's responses to IT and Internet concepts.

Identify other (non-study) parameters affecting use of existing services

All go to the resource as near as possible. The atmosphere is important to all of them where there is a choice.

Group 1

Any jobs in the first group are part time with one actually in a library job. 1E works full time. The first group commented that they find Liverpool easy to walk around.

Opening times affect their choice of library, but opening times are long enough for the needs of most participants, and this group have all found JMU except 1E who would be unlikely to use it. None were used at weekend except JMU, and they seem reasonably happy with opening hours (again JMU distorts any response to this). As long as they have reasonable evening access, the current opening hours are fine. As identified earlier, the main problem is all opening hours being different, keeping track of these hours, and one local public library shutting for lunch on odd days but not others (IT only user).

What most affects their choice of library to use is usually resources, quiet, and opening hours – nearness matters but the other considerations come first.

Group 2

Opening times affect their choice of library but they are long enough for most needs. Several have found JMU. Weekend use seems occasional. They seem reasonably happy with opening hours although shutting at 8 pm sometimes causes problems with fitting in a meal before starting study after work. As long as they have reasonable evening access, the current opening hours are fine. As identified above, the main problem is all hours being different and keeping track of these hours.

Some interesting comments (unattributed) include:

- like using LPL because it is so beautiful
- enjoy LPL atmosphere to get on with work, no distractions, helpful staff and quiet – others then agree in OU group
- stock is not important
- the micro society gets them into libraries: intellectual types – visiting other social venues – watching people (NB these are OU Social Science learners)
- Litherland library is 2 minutes walk – but Central library has a better atmosphere
- nearness is not defined by miles: OUC can get on a bus / train more easily than getting to local library and parking.
- only Central has the boxes of 'our' OU books (OUB) This is the narrow aspect of some OU courses
- OUA is on the Library User's forum which means he/she has a different attitude.

OUn borrows and buys sheet music – developing the debate on the money going to libraries because the government is not giving as much money to libraries as to sport.¹

¹ *despite today's museum visiting figures which are well above those going to football. Referring to report in Independent on 10 March 2004.*

3 Review joint access agreement

This concept was explained to both groups.

None had seen the 2 leaflets or heard of the Partnership, nor used either website.

www.merseylibraries.org was welcomed by one as a means to search all catalogues at once.² None had seen the display of the various libraries at JMU – by the entrance but without a clear heading to the display board.

Group 1

None were aware of the ‘Libraries Together: Liverpool Learning Partnership’ (LT:LL), but some know that other libraries were available to them. One thought they had seen the purple leaflet somewhere - they were the UG and PG learners. The LCC learners knew they could use JMU but thought it was because they were planning to go on and do their second course there. The LCC learners mentioned an induction to the library when they began the course.

If they had known about the other libraries, they might have used them (indicated by the nods), but 1D pointed out again that they do not know enough about what there is.

Group 2

Of the OU learners virtually none were aware of the agreement but OUa and Ouf knew they could use the libraries of the Universities and this was explained. They knew to use their library card and OU card but very few had an OU learner card and Ouf showed four other participants how to get it.

Many of the OU group could not really see the relevance. This relates back to their limited course needs.

At this point the OU group started to look at the concepts of community libraries – one stop shops. They want that with more than books and were trying to bring the discussion into ‘what are libraries for’ meaning paying bills, etc. They suggested that industry should understand and use the libraries more, then potentially contribute, including for research. Ouf contributed that her organisation uses the library for research and searches as necessary. This statistician knows about library use and other figures, and brought the DPA into it with disclosure of usage to the Police.

Review design in terms of benefit to the user and the users’ requirements

No one was aware of Merseyside libraries website, nor had anyone seen that leaflet.

Group 1

No one was aware of the Libraries Together website but had used the LU and JMU sites – see above. This negated the questions on their opinion of the two websites: www.liv.ac.uk/library/lgroup/lfg.html and www.merseylibraries.org as no reply was possible and no resources were available to show them there and then – which would have been helpful. Two or three participants with potential think they could be useful and will go back to look at them.

Group 2

None of the OU had used them and, therefore, could not comment. They wanted to ask questions about how to get to other catalogues.

The OU learners expressed concern that use of Internet on public library PCs will affect the use of public libraries to their detriment.

² It was not mentioned that when the researcher had tried to use it three days previously the only search which worked was a subject heading one – but JMU catalogues accessed directly returned good results on the same searches.

Review methods of raising awareness – participants' ideas

Trying to lead the participants to contribute ideas on how to publicise the Partnership to peer groups was difficult. The Steering group's ideas of posters, key fobs, bookmarks, stickers, carrier bags, etc were not seen as very valuable. Both groups wanted the Partnership to educate staff to tell them more about the services. That was not just the library induction staff (as it was commented that much of induction coverage is too soon and too much, especially in fresher week!) but also the course tutors to encourage use - and both groups wondered whether they know themselves. More value is placed on informing learners directly than on free merchandise. There was one suggestion that tutors could put class marks on reading lists!

However, the leaflet(s) were seen as essential for reinforcement and memory.

It is difficult for the non-catalogue users to understand the concepts of Merseylibraries.org. Explaining the whole concept – how to search - explains the earlier question about knowing what is where in Liverpool. There was concern from the OU participants that they should have had these opportunities and seen the leaflets. They questioned why they are not readily available so as to encourage young people into the library for help too. Two of this group worked with other people.

The views of the leaflets were varied and encouraging:

General:

- not coordinated together
- are two needed?
- the logo is recessive on both
- logo needs to appear much more not just on leaflets but on libraries!
- 'look and feel' not similar
- get art learners to work on the design
- should be instantly appealing

'Libraries Together' with the picture cover:

- print a bit small but need detail
- good because detailed – do not lose that
- hate the corporate colours of Liverpool
- need business contacts on there too
- second one not eye catching enough
 - not sure the OU group like the pictures
 - uninteresting buildings what are they?
 - simple cartoon would be better – make people pick it up.
- like to see what collections cover and hours
- could it have a location map showing them all – one participant pointed out you could use www.multimap.co.uk and postcodes to locate them but not all the others understood!
- points out that a map in print is more useful – as you need print when you are out the Internet no good on the street corner
- what are the pictures?
- can we use UK Plus? – this appears prominently and is not necessarily what the leaflet is communicating particularly to LPL users
- not mentioning www.merseylibraries.org clearly here

'Merseylibraries':

- looks like the ferry timetable (the wave symbol - another person also linked it to travel)
- bland and uninviting
- not self explanatory **but** a great idea and will try it!
- not obviously related to the other one - 'look and feel' not similar

- give it to art learners to design
- good information
 - 1D & 1F would use
 - others do not have need.

Marketing ideas were almost all from the OU group:

- Why cannot LT:LLP get their logo and concept printed in the football program?
 - Thousands would see it then?
 - Considerable disagreement (OU group)
- Suggested coordinated marketing with links to the press and exhibitions which are on
 - making sure everything happens at the same time to reinforce
 - campaign rather than produce gimmicks (OU group with experience in these areas)
- Get people whom Liverpool looks up to (Ken Dodd!) to support the campaign
- Liverpool is a city of wit and understanding and not harvesting that
- Move from the ‘university is not for me’ attitude to getting education now
- More circulation of leaflets like the detailed leaflet
 - better publicity
 - get it in the Echo
- Send it out with the Council tax bill
 - we would like to see this going out to everyone
 - however they took the financial viewpoint and the fact that there would be many households not interested
- It would be better to make sure that tutors know so they can cascade the information to the learners (both groups)
- Teachers to be used to encourage participations (similar to the educate the tutors point)
- Suggested that the Partnership should be much more obvious in the displays in Central and other libraries
- Get it into waiting rooms at Doctors, stations and the NHS in hospitals, etc, so people pick it up and see it
- Activities to encourage and link with Walker Art gallery events, etc.
- Consider whether they would have looked at it before started OU courses - most think no - point of need is most important.

Review ease of use, including staff support

In mind particularly of the other libraries they use, the general comment was as above, that it was always easy to ask and staff always helpful and friendly. Everyone asked before applying self help except those who have done, or are well through, degrees – this crosses both groups.

Group 1

This comes especially from 1F too coming into a situation where they do not always know conventions in the country.

Group 2

‘What makes you prefer to be there’ in the OU group particularly elicited comments that ‘Staff are so polite and helpful in Central but that goes out into the branches’ – in particular Garston, Kensington, and several others were mentioned as both helpful and polite.

Although they were asked what contributes to ease of use, the responses were virtually identical with the reasons for using the libraries in the first place and are not listed again. The question did not work with the OU group – the answer would be friendly staff as above.

Identify initiatives which will facilitate access to the joint services

Although assessing awareness of the leaflet and its design is included here, these questions were almost duplicated – responses appear above. (See Marketing ideas above.)

Group 1

They want to see the logo and partnership at the point of need, thinking that the Induction and welcome pack should include the leaflets. Yet 1C feels they would have lost the leaflet by now when needed in year 3. Induction needs to be more tailored and held more than once. 1E needs all the time available for IT resources – she might look for other locations with better hours, but this is the only participant with concern about gaining entrance (most timid). The researcher suggested that if she has problems gaining entrance with her LPL card (not a learner card) the LPL help desk need to know.

1C asked about making appointments to go to other libraries, but in fact the only library requiring appointments is his/her own, LIPA.

Views on introduction of a ‘passport’ card

Group 1

The ID currently shown when using other libraries is, unanimously, the student card / library card. However, all would accept / carry a ‘library passport’ card. They would all welcome such a ‘passport’ because it would save any embarrassments **but** questioned why it should be separate – ‘could we not have the LLP logo clearly on our student cards?’.

The question was raised about a swipe card covering all accesses. Whilst a good concept discussed by the group, they understood when the researcher suggested that it might give access to areas where non-institutional learners should not be, e.g. LIPA is an example where one card accesses other areas, Hall of residence was another. So they were quite happy to have to ask for access at other libraries provided LT:LLP was clear enough on the one card.

Group 2

OU learners would welcome a card because not all have managed to obtain any sort of student card and they do not have faith in their LPL card. They all agree they should have something to gain entrance easily. Not everyone is happy to show a library card unless it has a clearer marking of the LT:LLP logo. The larger problem really is that not all have OU student cards to back it up. Overall, the OU group found it hard to grasp as a concept, yet seemed to think it would be helpful to encourage them to go elsewhere and give them confidence. They ended up discussing their OU cards (wanting a card per household at one point). They made the point that they are converted and will try other libraries but there must be access for the non-users.

Identify activities/resources that will benefit learners during their involvement with the project

Many of the participants benefited from the focus group involving a wider range of viewpoints than they usually encounter.

Group 1

They could not see anything in particular, but this may relate to narrow personal experience.

Training in the use of learning resources from academic staff or library staff had been on induction, once only, but it seems that it would be assimilated better if it were reinforced, and two suggested at the beginning of every year:

- 1E only had an introduction to the course – not to resources because is not needed
- 1B would like more now than at the start as now needed in year 2
- 1D thinks tutors should be educated to suggest resources rather than just library induction
- 1F again mentioned it would be good if tutors could indicate where items were and where there were more copies of each title as it takes a lot of time to find out where they are
- 1D had a personal induction to Athens and that was very good – and ‘we will get more as time goes on’.

Group 2

The OU group would welcome a student pack at the beginning of everything, including this information.

- OUb did not think they could use any other libraries – no user education was given to OU learners

It is clear some induction is best when needed, but also at the beginning of the year, and help when dissertation commences.

4 **Review benefits of focus groups 1 & 2 in terms of learning outcomes as perceived by participants**

1. Identify any increase in knowledge / understanding of services available

Table 3

<i>Student Group 1</i>	<i>OU Learners Group 2</i>
All aware they can use wider resources and at least 3 will do so	All are aware of other resources and some will try them
Nods indicate they are aware and might go	All more understanding of range of services
Would still like a map	OU seem to have benefited in learning terms.
	Would like a map and detailed leaflet

2 What are you aware of now which you did not know of when you came into this room?

Table 4

<i>Student Group 1</i>	<i>OU Learners Group 2</i>
As above	As above
The wider range of resources and times of opening	The wider range of resources and times of opening
More than they actually need to use	Not all are sure that they need all these resources

3 Identify increase in skills: intellectual, practical, professional

Table 5

<i>Student Group 1</i>	<i>OU Learners Group 2</i>
2 heavy catalogue users like the joint search feature & will use	It seems the OU learners know more now about finding materials – going back too much into what was not there
At least 2 non-JMU users will use JM for late opening but not early hours of morning	
Internet catalogue will be used	Internet catalogue will be used

4 Contribution today (although it was up to the researcher to ensure everyone contributed)

Table 6

<i>Student Group 1</i>	<i>OU Learners Group 2</i>
All were willing to contribute but most quite shy (unsurprisingly the least shy of the learners was a mature learner coming into the Access course to be a nurse from having been a carpenter)	Many of the OU group were not hesitant in contributing but their perception of relevance left a lot to be desired
Able to cover most topics in a structured way as the group waited to be led.	Hard to keep the group on track to stay with the pre-set programme as sub-sets continually developing.

5 Identify change in attitudes or values: will they be more likely to find and use other libraries?

Table 7

<i>Student Group 1</i>	<i>OU Learners Group 2</i>
Almost all yes	Almost all yes
The CLAIT learner will consider even though not immediate need	They will be more adventurous but probably later in the courses.
As a result they will think about how they do things, particularly in saving time (1D & 1F)	They will think about how they do things

6 Will they use the internet catalogues?

Table 8

<i>Student Group 1</i>	<i>OU Learners Group 2</i>
Again those with the need will try now, while others will look at the broader access rather than using the single library catalogue	As mentioned OUf using Internet catalogues already but not LT:LLP
Perception that the others will try because it is new, a challenge and potentially useful, but not at this stage in their studies	OU will use more than previously – but some have natural reservations regarding whether they actually need any more – reinforced that it is OU texts, somewhere to work and IT they need.

7 Will you look for leaflets and other ways of increasing your knowledge of available resources?

- Perception that they all will
- Begin to look at and recognise logo – would definitely look for leaflets more.

8 Identify evidence of enjoyment, inspiration and creativity

- This could only be observed as it is otherwise virtually impossible to measure. Participants' voices did not sound bored, although very difficult to maintain interest. Came to a natural completion and group 1 participants were very courteous.
- With the OU group, the discussion was ended at the point when someone asked what was the hidden agenda. Quite reasonable contentment in the OU group, although one or two were really there for financial reward. Few had eaten prior to the session and one was going on to a class. It was not easy to gain proper closure with the OU group.

All participants were asked to please let the contact at their organisation know if they have any other ideas and they will pass it on to the researchers. All completed the claim forms but most of the student group left the Information sheets behind, whilst the OU group took them. They do not have a contact number. (This was on the claim form which they returned.) There was concern that the report will use too much paper if everyone has a copy – but few opted for email (most do not have it).

Table 9 Demonstration of GLOs

<i>GLO</i>	<i>Demonstrated by:</i>
Increase in knowledge and understanding	Demonstrated by questions on availability of the services and access to the libraries of which the participants were not previously aware
Increase in skills: intellectual, practical, professional	Both groups suggested increase in investigative skills to locate service available to them. Practical skills in using a catalogue, where new, should come from their promise to go to the websites.
Change in attitudes or values	Some, but not all, demonstrated a willingness to try using libraries they had thought not open to them. The idea of the web catalogues appealed.

Evidence of enjoyment, inspiration and creativity	Not all, but many, obviously participated fully in the discussion and appeared to enjoy it. Noted a change in attitude during the sessions in over half of each group.
Evidence of activity	This will only be demonstrated when the participants use the facilities and perhaps a follow-up questionnaire might be organised.
Modification of behaviour, progression	During Group 1 participants unwound and began to contribute and consider their own values, and the contribution they could make. In Group 2 this was less obvious due to the dominant actions of several members.

Findings

The Focus Groups 3, 4, and 5 Sessions (Refugees and Asylum seekers)

(See Methodology, Focus Groups, p.4 for participants.)

These groups had a lot in common, but the Sure Start mothers should be considered separately. The groups 4 and 5 were very similar but the areas which separate them are not their groupings but their age and origin. These will be covered separately and summarised in each section. In order to establish compatibility with the previous sections some of the headings used will be preserved but there will be additions and blanks as some factors are irrelevant to a group which is not yet fully capable in English. A slightly different question base was used for these groups given their backgrounds (informed by the Steering Group meeting on 26 March 2004). See Appendix D.

As the researcher was transported to these meetings by John Keane (LPL) some immediate feedback was possible.

The focus group 3 session was held on Tuesday 30 March 2004, and the sessions for focus groups 4 & 5 were held on Wednesday 31 March 2004 at their local venues. Contacts for each of these groups can be found in appendix G.

The comments are presented by group under each section. Again the names have been removed to protect identity.

1 Assess resource requirements

Group 3

All participants have very similar backgrounds – without discussing why they are here, all have young children. 3d is from Brazil and has some Spanish, 3a is from the west coast of Sri Lanka and her English is a lot better than the others but she has been here longer (and there is a certain background of English in Sri Lanka).

The ESOL class usually takes place at this time in this place.

- 3a Sinhala (Sri Lanka) in UK 6 years, 2 in Liverpool. 2 children 1.5 and 4. Has tried IT course at Kensington library but had to give up because of child minder problems
- 3b Chinese, 2 years here – is housewife with 14 month old – works in a chip shop
- 3c Chinese, 2 years here - housewife with toddler 3.5 years
- 3d Chinese, 2 years here, toddler is 2, Chinese of Brazil origin with a little Spanish
- 3e Chinese, 1.5 year here, baby of 4 months and one 9 years (she popped out to feed)
- 3f Chinese, around 1-2 years here, 6 month baby also needed attention
- 3g Chinese, 2 years here with one child

This research was not really understood because the conceptual background was hard for participants to grasp. There are big limiting factors for participants in using any libraries:

- looking after young children
- language

3a from Sri Lanka is an exception in the latter as her English needs improvement but is much better than the others but, as she said, no one else speaks her language.

All have used libraries in their own countries, but none have used college or university libraries.

Most have managed to find libraries, but not all have managed to get library cards. They have not been able to take the right evidence. On investigation this was due to lack of English, and the word ‘utility’ is not understood – but they understand gas bill. Simple language must be used if someone is talking to the participants using English. Furthermore, their husbands are not around to accompany them, and most things are in the husband’s name, not the wife’s.

Group 4

All this group were men although widely varied in age.

They were asked about the resource requirement questions, but few currently know whether they can stay, although all seem to be planning to stay if they can. Those with missing families will go wherever necessary to find them. Two did not speak French and although the session tried to stay in English it was quite difficult. Although the research personnel were told they were a group, they did not actually know each other to start with. The contact was translating for them as the researcher spoke. The level of understanding was very variable.

Table 10. Group 4 details

	<i>Origin</i>	<i>Age</i>	<i>How long</i>	<i>Comments</i>	<i>Plans</i>	<i>Background and interests</i>
4a	Somalia	15	6 months	living with family confident but quietly spoken	Goes to college because English not good enough for school in second year GCSE – even if went back one year they have already begun GCSE. Advised to learn English in college this year then start GCSE in Sept at College not school	Wants to go into computer engineering

	<i>Origin</i>	<i>Age</i>	<i>How long</i>	<i>Comments</i>	<i>Plans</i>	<i>Background and interests</i>
4b	Somalia	15	C 6 months	2m reasonably good English living with Somalis getting confidence but signs of boredom wants to learn French too now to understand everyone	Same as above but living with English family	Wants to go into Drama – later explained about LIPA. Also loves people
4c	Congo	42	3 weeks here	2m reasonably good English learning fast lost family Computer specialist loud when trying to put his point	High level of culture at home. Wants to perfect English	He is 42 but with problems he has lost family – no idea where is nor whether he has a third son or daughter by now.
4d	Congo	17	5 months	1-2m poor English living with French very quiet	To go to college and get English better. Then engineer.	He is only 17 so also needs to complete education.
4e	Congo	40	1 yr 2 months	1-2m poor English lost family qualified nurse quiet but sure spoken	Learn English – from Congo. Already a nurse	Really just wants better English to go back to work also lost family c40
4f	Chad via Algeria	c16-20	3 months	1-2m poor English quiet but can be drawn out	College and learn English Came from Chad via Algeria and speaks Arabic	Hoping to go on to be engineer
4g	Congo	c20	1.5 months	1-2m poor English quiet	Not comfortable in English yet LCC to learn English	Not yet had a job at all
4h	Congo	c20	5 months	1-2m poor English quiet	Congo LCC to enrol but could not so learning English here until can – missed term beginning	
4i	Congo	c20	8 months	3m living with family confident almost loud	From Belgium before that Congo	Came in late and very lively – plays football. Clowned around and had to restrain. College to improve English living with family. Not worked yet – cannot until speaks better English age 20
4j	Ivory Coast		10 months	confident & interpreter	Economist and learning English from Ivory Coast because of awkward situation there	Started English at home and used before for job not yet working here though acting as interpreter

Group 5

Asylum seekers from Congo

All originate from Congo, but some have been here a lot longer than the new arrivals at the Centre on the day of the focus group session. Following the session with Group 4 no reference was made to families and circumstances, etc. but the group was perceived to be older (although they were not asked). (Group 4 participants were asked as it was fairly obvious that some were school age – then the others started mentioning age and several were older than they looked!) This group ranged roughly from around 20 or 22 through 28-30 to one over 50.

The contact (3c) has set up the whole Congorama support concept in the empty shop where this focus group session took place, which he rents from his own salary as a Home Office interpreter and general assistant in working with his people. There is an Internet computer at the back, chairs for chat at the front and a small shop in the middle. It opens off the street corner and operates as a drop in centre when he is there, but he has no-one else so they have to hope he is there or ring him before going.

The group were told that the session was for a 5 pm start but they thought 5.30 pm. Somehow all arrived between 5.15 pm and 5.45 pm. However, they were comfortable with the contact and the researcher – but were quieter when John Keane (LPL) came in about 10 minutes before the finish. Although it seemed shorter, the tape recorder registered 1.05 hours and all the others were 1.15 – 1.25 so it is highly comparable given the better English. This session was much more informal.

It was difficult to bring in 5f and 5g, who were very quiet and whose English was not as good, also the non-users as they felt libraries had nothing for them and their English was not good enough. They also felt they needed more help to learn about libraries.

About the participants

They were asked about the following questions:

- Are you doing any courses
- If so are they for an award?
- Or for interest?
- Or for helping you with English conversation or life?

However, few currently know whether they can stay and all seem to be planning to stay if they can, although those with missing families will go wherever necessary to find them. Like Group 4, two did not speak French and although the session tried to stay in English it was quite difficult.

Although the research personnel were told they were a group, they did not know each other to start with. The contact was translating for them as the researcher spoke. The level of understanding was very variable.

Table 11. Group 5 details

	<i>How long</i>	<i>Plans, Background and interests</i>
5a	3 months in Croydon and some time in Liverpool	LCC Access to learning course in Science & Technology before goes to University to do Food technology. Good earlier education and reasonable English
5d	Around 10 years here	Degree in Congo and clear purpose – completing LCC Business studies and hoping to work in August.
5b	Here for a while	Qualified vet in Congo but not able to work here due to qualifications – accented English but quite good and colloquial
5e	Here 3.5 years	Economics and finance degree in Congo but English coming slowly. He is shy, but has an English partner and stepson whom he looks after in the day while she works. No work permit. Evening classes at LCC
5f	C30 and here under a year	No work permit and learning English evenings at LCC During day spending a lot of time in room because nothing to do Seems a bit withdrawn but livens up in French
5g	3 years in England	Younger and works three days a week on Deeside

	<i>How long</i>	<i>Plans, Background and interests</i>
		Evening classes for English LCC Shy but poor English No college or English before came here
5h		Nothing
5c		Covered in Table 10 (4j) - leader

Most of the time no interpreter was needed as the level of English was good – but the English of 2 participants was not as good and it was hard to bring them into the discussion. There was a further difficulty in that the researcher could not see the whole group at once due to the way in which the participants were seated at in the shop front area. That could not be changed as other things were taking place elsewhere.

Learning resources, including access to information and physical space

Group 3

This did not apply as these mothers have not got beyond learning English and none are currently on any courses. 3a was different in that she had begun an IT course but had to stop because of the lack of child care – her English is also slightly better and she will go on to learn more.

Group 4

Summarised by 4c when not by 4j. The researcher then summed up as they are all professional people or aim to be when they have completed studies.

All will need to study and use a wide range of libraries in Liverpool.

Group 5

Mainly summarised as in Group 4. The two females are at LCC and using the resources and using the public library as well because they think LCC is not adequate. None of the others are currently studying, although the vet would like to get at other books and has been to Liverpool University faculty although he seemed to have a problem in gaining entrance. He cannot practice in this country and is looking at alternative professions.

2. Investigate use of existing services

Group 3

They are all aware that there are books to borrow:

- Books in Chinese
- Books in English and Chinese – but not enough – these help them learn
- Children's books – they would like Chinese too so the children do not grow up without their language
- Several were aware of borrowing tapes but costs stopped them borrowing some media
- Borrow videos
- 3a uses computers, but none of the Chinese participants know how to use a computer and have not used them for the Internet.

4-5 have found Kensington library and the others recognised it when it was described. They said they had not found others, but it emerged 3d had found Central library and borrowed from there taking it back to Kensington, which she really appreciated.

Group 4

They understand by 'library' the place where they can go for books and already realised there are other things there, but it is still quite a new concept for them.

They are mainly using Edge Lane library but also Toxteth library. Several have found Central library also.

They cannot really understand the other resources available yet as they have not been here for long enough (except 4j).

Knowing different types of libraries is not relevant yet, but one has used LCC and 4a and 4b walk miles and have explored many of the libraries with an attitude differing from the others, which effectively conveys 'we will go and find out and if we are allowed in we will'. 4a mentioned Childwall, Wavertree and several others. The researcher noticed that they did not know 4f to begin with, but they were chatting together when the researcher left the building. He was the only other Arabic speaker, and it emerged that they have a smattering of Arabic from Somalia. He was also in their age group, which none of the others were. They were nice and very good about the problems of the others not understanding as much English as they have already picked up in the same sort of time scale. This led to 4j and the researcher pointing out that the younger ones find learning a lot easier and 4b saying he is going to learn French next so he can talk to them and because it 'sounds so nice'.

There are not a lot a lot of libraries in the Congo, but in Kinshasa 4c has used the University library although 4e has not. Others had used a few colleges but not to a great extent, which reflects the lack of libraries. 4f has used libraries in Algeria but not in Chad (no libraries). Somalia has the same lack of libraries.

Group 5

Participants understand by 'library' the place where they can go for books and already realised there are other things there, but only 5b and 5e use libraries for relaxation. They have time to do so. The females have their work cut out in keeping up with their courses because they are working in English.

However, 5a spent 3 months in Croydon (it is thought) and thought their library marvellous and so much more open and friendly than Liverpool (although generally the people in Liverpool are friendly). They pointed out that even Central library is too far to go to visit between college, courses, work and home. This may seem an exaggeration, but they are doing a course essentially in a foreign language and all course work and notes will take much longer to prepare and understand than for an English student.

What do libraries offer?

- Newspapers – but only English, Hindi and Chinese not French
- Leaflets, etc - but do not take them because of problems in understanding
- Childrens' material – only the one who has a child and that child is English
- IT and Internet not needed because they use the Internet computer at Congorama, which is friendlier and in French (may also mean French keyboard?)
- Education material – course books and project information for those studying and technical books for the economics and vet graduates, but the former does not yet have good enough English. He is hoping to get to that stage
- 5a – coffee bar and cinema
- 5a– lively and friendly staff in Croydon but nothing like as nice here (that is an unusual reaction as most people see Londoners as less friendly, but Croydon has a large black community).

They have been in London and noticed how London libraries – generalisation – have French newspapers and journals. They asked if they could have *Le Monde* and particularly *Jeune Afrique*.

Do you know where there are libraries locally to your house?

Yes, they all knew the local library and Kensington nearby, but were not all users – (5f and 5g not). (NB: 5e would be influenced by an English partner and stepson.)

Do you know of any different types of libraries? eg colleges, public, university, institutes, etc.

Yes for the older participants.

Not sure about 5f and 5g as they are not library users at all.

However, 5b had managed to find the veterinary library of LU, but was not a user (it was not clear if he had had a problem when he found it). He is unable to practice in the UK due to the different qualifications and rules. There was no mention of a work permit, but the researcher did not get a clear impression of whether he was working although he arrived latest and has a car. He has also been here longer than the others. While not specifying his age – given he may look older than he is - the researcher would guess 50-60.

Identify aspects that are well received

Group 3

- atmosphere is good and they can take the children
- the group mother's meeting where the librarians look after the children is marvellous but it is at the same time as the ESOL class so they cannot go – one had already been before starting ESOL
- staff are friendly and helpful.

Group 4

4b – no one told us to go to other libraries but we were bored at home and walked round Liverpool and found libraries. LCC was found and told to use, then found LPL – not knowing how to use or obtain a library card. Tried to help but they do not yet have all pieces of information they need yet. Some have and took this further – if they have their Home Office ID, they needed to know what else to have. One or two seem to have more problems obtaining membership. This might need to be taken further if it is allowed.

They go and find books but what else? They use computers – 4c and 4a use the Internet.

4a is using tapes.

4c cannot use CD and DVD because they have no players, but would use if they had. (Very few had players.)

Several seem to have a degree, which may relate to what they have had to do regarding libraries.

All use LCC and the Centre, undertaking English so far, but will do more when they can. Some will do GCSE due to age, while others are not yet sure. It is a bit soon to cover this, but they are learning all the time.

Those who can use computers already are, the others are not yet sure.

The Steering Group was interested in whether participants used computers to contact home. However, this is not a valid question as home is a problem because they are refugees. Two have no idea where their families are, and one of those may have a son or daughter if he/she has been born safely but he does not know! Thus email is not yet useful to them. Searching the Internet is a recreation or learning tool.

They have not really thought about many uses yet as it is early days. There are a few books in the Centre, but not many and they do not use them much.

They ask for help as signposts and leaflets are not yet a lot of use.

They commented that library staff seem friendly, but it seems that after a period of using the library regularly, staff are not as helpful. At other times they feel unwelcome at Central library, whereas the local library is more friendly.

There would appear to be a communication problem with the participants not understanding the subtle meaning of English, for example, there may have been computers out of order, which was not made clear. However, 3c said that the staff in Central library seem to have one attitude to them and another to other people, whom he thought he saw treated differently and able to use computers when he had been turned away.

[If the perception of this attitude develops further it could cause serious problems with alienation.]

The participants say that they like:

- Somewhere to go
- Use of IT – as a computer and for the Internet
- Books – especially in French (remember they are still getting used to English) but the Somali participants pointed out they will not find books in their language, and several pointed out that they need to work in English. However, their own language books are still needed for relaxation when tired after coping in English.
- Relaxation materials
- The 15 year old has found tapes, but others do not have players!
- Dictionaries – this sounds as if they cannot afford to buy dictionaries. One has found them in several places by asking.
- Quiet study place. But it is too noisy in local libraries, and they asked if there could be separate rooms for study and for children.

Group 5

The four with degrees were library users but the others were not and still have not used them in the UK. However, 5a pointed out the difference in UK courses, because they are not given their text books here and need to find information. In France / Congo they are given all their texts and then work from them all year with little need to use libraries.

LCC students were told to use their library but find it lacking in relevant stock. Otherwise this group have not been directed to libraries. They do go into libraries and use them:

- to find books
- to use computers – a couple to use the Internet
- would like to read papers but there are none
- to look for French books for relaxation.

Few really gave good feeling of confidence, but for some it was the lack of English confidence not the actual place – the two on LCC courses with good English are perfectly happy and confident.

Few have used the catalogues – the OPAC is not something they are used to or know how to use. This then relates to the general problem with asking for help. This group feel the staff are not friendly and open.

[This raises the question of whether the people who feel the staff are not friendly have things in common: - French speakers, not white, mostly the older ones in each group – who equally do not like asking for help and show this when talking about it.]

Two are at LCC on other courses and 3 are taking evening classes for English so far. Only one of whom (the youngest) is working too, but only 3 days a week. The others have no work permits.

They try to use leaflets, but usually they ask as leaflets are not understood and there are none in French.

Like group 4, they commented that library staff seem friendly, but it seems that after a period of using the library regularly they are not as helpful. At other times they feel unwelcome at Central library, whereas the local library is more friendly.

In one complaint there would appear to be a communication problem with them not understanding the subtle meaning of English, for example there may have been computers out of order, which was not made clear. However, it was perceived that library staff to have one attitude to them and another to others

[If the perception of this attitude develops further it could cause serious problems with alienation.]

They have always to ask, for example with computer problems and do not like having to do so - the older participants in particular. However, it is the younger ones who are feeling rejected.

There are no French books but there are Chinese books locally. They do not understand why French books should only be at Central library – although they appreciate there being some.

Three were using the Internet, but all were computer users to begin with.

Services elsewhere, which are not in Liverpool libraries, are mentioned above. Generally these participants have not been anywhere other than their home countries where ‘libraries’ mean books. However, the participant who has been in Croydon is very keen on the coffee bar, cinema and similar outward looking initiatives.

Thus this was not generally an expansive group in terms of imagination, but very lively.

Barriers to use

Group 3

- not all confident in English – the immediate answer was language!
- indication that Central library is a bit over-powering - 3d implied she was happier in Kensington
- would like more Chinese books and dual language books in Kensington
- would like more childrens books
- they would like more community information in Chinese as they cannot understand leaflets – one or two have seen leaflets in Chinese in other places, but not Kensington
- cannot understand the forms to fill in to obtain library cards – this is from a group who do not know which name comes first. They asked if ESOL registration forms, GP registration and hospital letters would be accepted – they have these, and several have had babies in this country, but again one asked if she could she have child care books in Chinese.
- one library has a Chinese librarian who helps with all forms and letters, but they do not know when she is there and often find she has been and gone. It would help to know when she is at Kensington.

Environment

No French in Kensington and not much in Central – all books are very old in Central! English and French needed for relaxation not study
No newspapers or journals in French anywhere
Would like newspapers in Kensington – feel deprived when there seems so much of other languages
Terribly noisy in Kensington and Edge Lane but almost off putting quietness in Central!
Cannot study in LCC library (echoes group 1)

One participant mentioned that he could not understand how teenagers and younger children could get away with destroying books. He would not allow his stepson to do so and it would never happen at home. The researcher and contact tried to explain that this is not actually condoned, but sometimes wilful damage by these children is difficult to stop, particularly when there are no security guards, etc. It was also pointed out that mothers would not always be charged for toddler damage (using discretion) which cannot always be avoided when the children are too young to understand.

Publicity for the libraries and their use is very poor – it is insufficient as well as not easy to find.

Investigate areas for development of new joint services

Group 3

Not really helpful in this group.

Group 4

Could not really contribute except to suggest that they should be made more aware of the services. This might be part of the St Anne's English training by liaising with libraries and taking them around as a group – showing them what is available and how to use it.

Group 5

Again not an area where they could contribute other than the suggestions in group 4 above. Joint training sessions might be welcomed with tours for everyone.

3. Review joint access agreement

Group 3

All these are currently irrelevant, however the partnership was mentioned and these are intelligent participants who will move on to do more as the children become older and can see themselves using other facilities, but not for a long while.

Group 4

This was mentioned and discussed a little. They understood where they are at LCC and will go on to use Universities probably, but it is far too soon to understand. The leaflet was welcomed but not yet appropriate for their situation except for 4j and 4c who were delighted and have enough English to cope. 4b wants to go on to drama and LIPA was explained to him.

Group 5

None were aware, but they all had library cards and the participants with degrees were enthusiastic. They will go but asked where they are. Again a map on the leaflet would be a good idea.

All could understand the leaflet as it is a listing. They then have problems with the same items as for groups 1 and 2.

They were not up to discussing the design features of the leaflet. However, catalogues on the Internet and joint catalogues were discussed when they raised the question of going to the library only to find what they want is not held. Also the use of joint catalogues was discussed – and the second leaflet distributed.

A secondary benefit was to make them think about looking for information in the library as they have not been taking leaflets which they do not perceive as appropriate being for them. This would be the hardest group to reach as they are becoming independent and not expecting help – due to their experience in not receiving it.

4. Identify activities/resources that will benefit learners during their involvement with the project

Group 3

There are many activities which would benefit these participants and could help develop them and their children:

- another mother and child meeting at a different time and ensuring there is mix of English and Chinese
- more dual language books
- more tapes and children's materials which will help mother as well as child
- taking participants to libraries and showing them what is where
- taking time to teach participants how to use a computer while child care is in place, possibly as part of Sure Start
- they also could benefit from catalogue help and general tours
- ensuring that notice is provided as to when the Chinese speaker is there and about her role - will she help with letters they do not understand as at the doctors? (The doctor has an interpreter if requested in advance - but emergencies do not happen in advance.)

Reservations were mentioned as a means of helping participants obtain items at Kensington library, but the mention of a small charge does not help. Furthermore, they still have problems finding what to reserve.

Group 4

There are not many activities of benefit as the group already has enough to start with.

Group 5

These participants have already made suggestions and it should be possible to develop resources and activities from these suggestions into a service for those who speak French (and who find it incredible to have so little available when a neighbouring country is France). The problem is with perception, as so much is done in Asian languages, etc.

GLOs from sessions – Brainstorming at end

GLO	Group 3	Group 4	Group 5
After coming today, I've learnt that	There may be more at the library than I thought	I may use other libraries There are different types of library I may use as my English improves Libraries supply other resources such as CDs and tapes	I may use other libraries There are different types of library I may use as my English improves Libraries supply other resources such as CDs and tapes but I cannot afford them
After today's session I intend to	Go to the mother and children group if it does not clash with the ESOL class Look for more books and tapes Look for leaflets and bring them to ESOL class Take some evidence down to obtain my library membership Try and ask for more help	Visit other libraries Ask for English language learning tapes Try to talk in English more	Visit other libraries 2 will not do much different – not seeming to be currently active users Send back my books to Croydon library without fear of reprisal (1) Try to get into Central library more often
Today's session has helped me	Understand some of our problems and know that there are others with the same problems who may not be Chinese	Understand what is / is not open to me Understand some English customs (the researcher and contact had to explain	Understand what is and is not open to me To be able to go elsewhere – 4 already graduated in Congo and will use other libraries

	Feel I can take the children into the library Be ready to ask for help with forms	about under 18s not using licenced premises!) Understand why I have not found many French speakers in libraries	Understand why I have not found many French books and speakers in local libraries
I've changed my mind about	Not made up enough yet to change		
I've enjoyed	Seem to have enjoyed the group generally but too many distractions Learning more	The discussion, which was lively and friendly	The discussion, which was lively and friendly The group is happy with themselves and were not all enjoying but trying to keep up

Discussion

It is somewhat difficult to cover all the groups as the conclusions from groups 1 & 2 are borne out by the groups 4 & 5 where relevant, but not by group 3 and the younger elements of group 4. Groups 3, 4 & 5 have experience only of the public library and Liverpool Community College – different sites according to studies.

1 Identification of areas requiring development

Consider a number of the points arising from the group discussion.

- Co-ordination and clear adherence to hours of opening
- Better publicity for the reasons behind any Public Library curtailment of services – they would accept if they knew the reasons
- The improvement of signposting in the physical sense and in the literature sense as many felt they did not know where to go
- Tutorial staff education and communication of potential learner needs to libraries
- Better general publicity for public library services in local communities.

2 Consideration of information regarding similar initiatives elsewhere in the UK

This is well covered in the literature survey and the reviews from Resource.

3 Consideration of feasible developments for the Liverpool Partnership

Briefly these could be considered as:

- Develop a coherent face (corporate identity) towards the public / learners in terms of:
 - clear displays at each entry point
 - clear use of logo on student and/or library cards
 - co-ordinated brief for induction tours for staff and learners
- Revise the Merseylibraries leaflet taking account of the comments above and including the second one without losing the valued detail on hours, holdings and contacts, and including a small map – the size of the leaflets is perfectly acceptable and suitable
- Undertake a regular and repeatable marketing campaign with perhaps bags as a gimmick but little else – bags could display the logo clearly and to all including non-users
- Develop the passport card idea OR consider the use of the logo on other membership cards to facilitate recognition for visitors
- Tap into the groups, such as asylum seekers, where there are highly educated people feeling lost and unable to work with their field of study in the libraries to which they are being immediately directed.

Commentary on the Agreement

The Agreement was downloaded for the web and scanned for some ideas on the content and its presentation to potential users. The document presented to users on the web is perfectly adequate and in sufficient detail on the web – but should the website not be simplified in its web name?

www.merseylibraries.org has a speed of input and recognition factor that the www.liv.ac.uk/Library/llgrou/llg.html does not have. It also ties the Partnership back to Liverpool University rather than giving it wider appeal.

The aims are fine. However, much more work needs to be done in the light of the focus groups' views on most of these. This moves particularly into the IT situation as telling them that licensing problems affect use of IT in the libraries and then putting the catalogue on computer is somewhat discouraging although it is known that certain PCs may be accessed for certain purposes. Making distinctions may be easy for UG and PG students to grasp, but at OU and NVQ or other levels this is not as easy and can turn people away.

In both this and the leaflet a vacancy is recorded as the contact point. This should have someone recorded - probably the appropriate person to talk to rather than the Chief Librarian in overall charge.

Communication in the marketing sense needs a lot of work and that is very much linked with a wider achievement of the Access aims. Regular use of modern media and the styles of publicity mentioned in *Update* for April 2004 would be well received.

Staff development in the agreement is not clarified as meaning the staff of the institutions or of the libraries. It should mean the former as well as the latter.

Meeting the needs of the learners

Most of these flow from the group studies detailed, but the most obvious need is access to IT equipment, and the need for peace, quiet and a learning environment accompanied by appropriate resources.

Understanding the differing needs of individuals is important. The two extremes are those who prefer to be alone in their room versus those who prefer to be in the middle of others working.

In some ways a focus group from each institution would have thrown up differing answers to the questions and would provide a useful comparison with the very small sample as used in the focus groups. Working with backgrounds across the institutions started a comparison of attitudes - but not always usefully.

Initiatives to facilitate access

The learners in groups 1 & 2 were unanimous that they wished more had been done to ensure they knew about the Partnership. The suggestions to both groups that marketing tools, such as key fobs, pens and bags might be used to increase awareness had the desired objective in bringing out their own ideas. They were somewhat scathing.

The Liverpool partnership must be urged more to put brochures, good and detailed along the lines of the opening hours leaflet, into the hands of all learners and potential learners. The participants expected their course tutors to tell them and encourage them to use all the potential resources – which they did not. Some may well question why they were not told of such facilities, particularly the employed OU learners (group 2) who are trying to maximise time between work, home and study.

On the topic of brochures, the comments in the discussion were very clear. One brochure should be adequate – the pictures are nice and bright but few recognised them (including the researcher). The logo really should appear everywhere (reinforcing corporate identity) and no one actually criticised the logo at all apart from the one person who dislikes the Liverpool corporate colour of purple.

The focus group sessions were intended to be informative as well as a means of obtaining feedback from the participants, and this was felt to have succeeded reasonably well. This could, however, have been because the members of the group self-selected from those either known to the Steering Group members or using the enquiry desks regularly – as against those not asking for help and non-users within the same user groups. The latter would be hard to select.

Appendix A

Brief from Funder – informing this report

INSPIRE Project, Northwest Museums, Libraries and Archives Council
Main deliverables for consultant

- 1 To work with up to 3 pilot groups of learners in order to assess their requirements in terms of what resources they need to help them with their studies, including access to information and physical spaces.
- 2 To test the existing services and develop new joint services with a group of learners.
- 3 To review the present joint access agreement to ensure that it is designed to benefit the learner.
- 4 To establish how the joint services of the libraries in the Liverpool Partnership can be developed to meet these needs.
- 5 To develop/implement initiatives and procedures which will facilitate access to the joint services e.g. marketing, staff training, open days, extended/shared opening hours, outreach.
- 6 To produce an interim report and a final report.
- 7 Consider how these may be achieved:

For this project it is recommended that the format of the focus group work is consistent for each group.

Points to consider about the project:

- * Learners must be over 16
- * The project must offer measurable benefits to the learners
- * Encourage progression to further learning
- * Be in partnership with other formal or informal organisations
- * Ideally the partnership should be sustainable beyond this project

A 3-way **partnership** for each pilot would be: the learners (and the agency they are linked with), the front-line staff, and the steering group. In other words, for each group the consultant explores the use of, say, 2 libraries, the one they already have a connection with e.g. public, and a higher/further ed library. In each library the focus group would work closely with the front line staff and the steering group member.

- 1 Making contact with up to 3 target groups – the steering group have recommended groups that they would like to involve in the project:
from Liverpool Uni: random selection of undergraduates, present Continuing Education students, mature students who attended Skills for Success induction. Open University (maybe as a discussion group to see whether they use the libraries)

From Hope: FE users from the Community college, mixed HE students from all sites, those with disabilities

From Public library: Asylum seekers, a group working with FACT and the library

It is important that the groups benefit from this project, by offering an incentive and (mainly) that they further their learning e.g. a library induction, a newly developed **sustainable** relationship with the library.

I would think approx 6 people in each group might be a workable number.

- 2 This could be achieved by working with the group and front line library staff: looking at what is presently available, discussion and implementation (which will probably happen after the project due to time-scales – this is why sustainability of the relationship is so important.). Marketing ideas such as open days, new leaflet, carrier bags, bookmarks etc should be achievable within the project time.
- 3 To review the present joint access agreement to ensure that it is designed to benefit the learner e.g. opening times of libraries, information on the Liverpool Libraries Partnership leaflet, resources available to them, ease of using the library (signing in procedure, using catalogues.), staff support, finding out about initiatives on offer e.g. talks/courses/training etc
- 4 To establish how the joint services of the libraries in the Liverpool Partnership can be developed to meet these needs. (Working with the focus groups, library front line staff and steering group member)
- 5 See what the group comes up with, but a bit of research into what other library partnerships have done would be good e.g. Kirklees. Development should be kept simple and sustainable. Marketing ideas such as a open days, new leaflet, carrier bags, bookmarks, key rings etc
- 6 Payment will be in 2 stages and linked to the agreed dates for these reports.

Appendix B

LT:LLP INSPIRE project Focus Group
10 March 2004

Notes for Participants

Purpose of group

This Focus Group has been scheduled to inform the development process of co-ordinated library and information resources across Liverpool. You, and other present and future students, should benefit from a wider and more accessible range of resources. You should also gain knowledge and understanding of those resources during your studies and afterwards in your chosen career.

The project is part of a national scheme to develop partnership between the various libraries and resources available in each locality, breaking down some of the barriers to access which have been real or perceived in the past.

The researcher is Valerie Nurcombe.

She will direct the discussion to cover the topics on which your views are required.

We hope to gain an understanding of both your needs and experiences while inviting you to contribute ideas for further development of co-operative services across Liverpool.

Duration

The session will last approximately 1 ½ hours.

Refreshments

Tea / Coffee and biscuits will be available before and after the discussion.

Claim forms

You will be given a Claim form to complete – please ensure the researcher has yours at the end of the Focus Group.

Recording

The recording which is being made of this session will go no further than the researchers and the Steering Group.

No-one will be identified personally by name in the final report or in any summary.

Everyone will be referred to by organisation, course and year.

Appendix C

NOTES for the Focus group sessions 1 & 2 – Researcher's prompts

Focus group sessions include:

4.00 6.00 **Introduction** to myself – my role and the project as a whole in the framework of Inspiring Learning for all.

Make it clear to participants we are talking about Liverpool experiences not home libraries BUT they may mention home (if they differ) where it is useful as a comparison.

What we hope to gain from this session.

The recording which is being made – will go no further than the researchers and the Steering Group.

Any questions?

4.05 6.05 **Assess resource requirements**

What courses are you on?

Mark on flipchart

o **learning resources, including access to information and physical space**

What is the course requirement for:

add to courses or list separately

IT use with access to books / media

Books – with note-taking available (how do you take notes?)

Activity spaces (e.g. architect's design; craft / drama action space / labs)

{Talk to encourage additions to the above and give their relative importance}

o **course requirements of participants**

What do you have to do for your course? Summarise and indicate changes with the year of study

Do you have to research a dissertation? – is it desk research?

4.15 6.15 **Investigate use of existing services**

Record libraries

Which library the students use most ?

[are you looking for indiv library criticism? I.e. to relate these back to the libraries used and courses undertaken]

How many libraries do you use? – which ones? Including sites of the main organisation

Do you move between libraries?

How much? On what basis – during the day? Separate days?

o **identify aspects that are well received**

mark each then go back and add 1-10 importance scale

What do you like about the library you use most – identify it at the same time?

What do you like least about the library you use most – identify it at the same time?

o **identify barriers to use**

mark each then go back and add 1-10 importance scale

Have you ever considered using another library and then decided against it? – Why?

Have you travelled to another library to use their materials for your studies?

Did you find your information? What was it?

If yes – explain a bit more – If no – then why not? What happened?

Did you have trouble getting in? or even being refused entry? *Try to be positive rather than negative as a barrier is negative- get positive vibes on what they like!*

NB What is a barrier? Emotional / physical / peer group

What do you use each library for?

What gets you into the libraries you use?

e.g. 'my girl/boy friend studies there'!

What stops you going into other libraries? Can you name any instances?

o **investigate areas for development of new joint services**

Mark up service ideas

Are there any services you have found elsewhere which are missing in Liverpool libraries?

What would you like to see on offer which is not currently (to your knowledge)?

Can you see any services which are not available in all locations?

- **investigate knowledge of services available to participants**
 What services does your library offer? Write down list and circulate for discussion: - or put on whiteboard if there as requested *continue with services sheet*
 Some ideas to ensure they know of them:
 12. Catalogue available online
 13. Help desk with enough staff – and usually has the answer to your questions
 14. Computers for general use – enough?
 15. Lounge areas for relaxation and group work
 16. Food / drink near enough not to disturb studies too much?
 17. Security for your belongings while you go to the stacks / toilet etc.
 18. Photocopiers easily available
 19. Disabled facilities and access – physically and in terms of large print and screen help
 20. Adequate stock for your field of study
 21. Clear guidance and instructions on use
 Do you use electronic journals? Databases?
 Does your use of these affect your library visit decisions?
 - **identify other (non-study) parameters affecting use of existing services** e.g. do they live locally, are PT/FT jobs affecting visits etc. *continue or begin new sheet*

How far do you usually go to get to the library?

Do opening times affect your choice of library?

What times would you like to be able to use them (realistically) ?

When do you usually visit the library? Do you spend long there? How long?

Have you ever made a special trip to a library to find it shut? Where? Why?

Does nearness affect your selection?

What affects your choice of library to use? Regularly and occasionally? [ranges from shyness; off-putting to welcoming and open; friends already there etc.]

4.50 6.50 Review joint access agreement

Are you Aware of the LT LL Partnership?

Do you know what it means? Spell it out for those who do not

How did you find out about it?

If you had known about the other libraries, would you have used them?

Questions about borrowing and electronic access

How important is borrowing to you on a scale 1-10 where 10 is very important?

Do you ever use catalogues? Which ones? If so have you used them via the internet?

Have you used a catalogue for another institution through the internet? Where?

Have you used a catalogue for another institution in the LLP through the internet? Which?

- **review design in terms of benefit to the user and the users' requirements**
 Are you aware of Merseyside libraries website? *Mark up sheet – awareness & views on site*
 Have you personally used it?
 What do you think of it?
 Are you aware of the Libraries Together website?
 Have you personally used it?
 What do you think of it?
 What do you think of the two websites? Liv.ac.uk/library/lgroup/lgroup.html and merseylibraries.org
- **review methods of raising awareness** – participant's ideas?
 How should they publicise the partnership to your peer group?
 Ideas e.g. more leaflets; posters; key fobs, bookmarks, stickers, carrier bags etc *Mark up ideas and rate on 1-10 scale*
- **review ease of use, including staff support**
 Thinking particularly of the other libraries you use:

are they easy to find your way around?
What makes you prefer to be there?
Can you identify what contributes to ease of use?

○ **identify initiatives which will facilitate access to the joint services**

Assess awareness of the leaflet (and its design?)

Have you seen the leaflets we handed around? LT:LLP then Merseylibraries

What do you think of them?

Mark up comments

Information content

Design

What appeals to you?

What turns you off – if anything?

Views on introduction of a 'passport' card

What ID do you currently show when using other libraries?

Would you accept / carry a 'library passport' card?

Would you welcome such a 'passport'? If so why and under what circumstances?

○ **identify activities/resources that will benefit learners during their involvement with the project**

What would you like to see available which currently does not appear to be (within reason)?

Have you received any training in the use of learning resources from academic staff? From library staff?

5.20 7.20 Review benefits of focus group in terms of learning outcomes as perceived by participants [in last 5 mins]

- identify any increase in knowledge / understanding of services available *need to be able to mark up but not sure how*

what are you aware of now which you did not know of when you came into this room?

- identify increase in skills: intellectual, practical, professional
how? Contribution today – NB up to me to ensure everyone contributes
- identify change in attitudes or values
Will you, as a result of today, be more likely to find and use other libraries?
Will you use the internet catalogues?
Will you look for leaflets and other ways of increasing your knowledge of available resources?
- identify evidence of enjoyment, inspiration and creativity
observation – otherwise virtually impossible to measure – voices will sound bored but a very difficult thing to keep interesting

Many thanks

Please ensure I have completed claim forms and indicate whether you would like a copy of the report and if so to where it should be sent.

Appendix D

NOTES for the Focus group sessions 3, 4 and 5 – Researcher's prompts

Third set of focus group sessions

Each session will be 1 hour 30 minutes

The groups have arranged their own refreshments

A helpful, non-threatening approach, so it can't be interpreted as interrogation.

Claim forms to fill in - £25 as postal order (to avoid bank situation) – might need help

Opportunity to explain about access under the Partnership – perhaps after initial questions.

(maybe opportunity to see if perceptions of libraries are different before and after session)

The intention is to follow up later with contacts who work with these groups.

Sure Start mothers – predominantly Chinese, some Sri Lankan Tue 30 Mar 1 pm

Interpreter arranged (some links with Hope and JMU)

ESOL – French speakers/mix men & women Wed 31 Mar 10 am

2 senior students can act as interpreters (some links with Hope and JMU)

Congalese Association of Liverpool – French speakers/more men than women 31 Mar 5 pm

Leader, Emmanuel Muanda, can speak English (Some links with Hope at Everton)

Questions highlighted in yellow possible links to the Cumbria questionnaire

10/1/5 Introduction to myself – my role and the project as a whole in framework of Inspiring Learning for all.
Make it clear to participants we are talking about Library experiences. If they are not talking about Liverpool library experiences please to say where and when

What we hope to gain from this session.

Understanding of your library use

what you would like to be able to do there

what libraries could do for you e.g. newspapers from your home country

Claim forms – at the end

The recording which is being made – will go no further than the researchers – my memory!

Any questions?

10.05/1.05/5.05

About you (link to Cumbria about you)

- How long have you been here?
- Transient – just in this area temporarily?
 - Or planning to stay here – put down roots?
- Area contact points/people? (so Group will know who to contact)
- What do you plan to do in this country?
- Are you doing any courses – if so are they for an award? Or for interest? Or for helping you with English conversation or life?

10.20/1.20/5.20

Awareness about libraries (link to Cumbria about libraries questions)

What are they – what do you understand by library?

What do they offer? E.g.

- newspapers
- community information
- childrens' material
- free internet access / people's network i.e. computers for your use (home contact by email)
- education material

Do you know where there are libraries locally to your house?

Do you know of any Different types of libraries? E.g. colleges, public, university, institutes etc.

10.40/1.40/5.40

First – look at Usage of libraries (slight link Cumbria course questions) **then at Non-usage**

Was anyone a library user before coming to the UK?

Have any libraries **here** been recommended to you – to use / visit?

- If so, by who?

Would you go to a library?

Do you feel confident about using a library (finding books / reservations?)

What is good about the libraries you use?

- location?
- 'best' resources?
- Other things – e.g. using meeting rooms there, friends, computers etc.

Anyone currently studying

- If so, where

Informal learning?

Community information

- Suggested for use
- Actual use

Surestart

- For children
- Education for parents

Use of Peoples Network

- Eg home contact free of charge

1.55/10.55/5.55

Ease of use

- Signed posted to libraries by?
- Finding way around inside library?
- Helpfulness of staff?
- Have you received any training in using *resources*? I.e. catalogues; finding own language books or children's books; using computer etc.
- How did you access information? Find it? Did you find leaflets?
- How easy was it to understand?

Eg language

Internet – have you ever used it?

- Reading screen?
- Using technology?

Have you found other services elsewhere which are not in libraries, but you would like to see there?

2.05/11.05/6.05

Library needs / Aspirations

Do you think you could benefit from using libraries?

How? Eg

- Learning new things
- Reading more widely
- What would help/encourage you to use libraries

What are different library needs?

- Demand for materials (such as newspapers) in different languages
- Use of libraries as gateway (eg for qualifications)

Could you benefit from using other libraries?

- If so, how? / what?

2.15/11.15/6.15

Barriers to use? ([link to Cumbria barriers to using libraries questions](#))

Why don't you use libraries?

Or what is not so good about the libraries you use?

What stops you going into a library? Do you know?

Any problems? Eg

Location

Too far way/difficult to get to

Physical access

Not open at convenient times

Unhelpful staff
Difficulty in using resources

Staff are not helpful / friendly
Don't have materials I am interested in
Don't have enough detail in my area of interest/study
Don't know how to use a library

Difficulty in gaining borrowing rights
Don't feel confident enough
Don't need to use libraries
Cannot afford to pay charges
Don't have enough study space

What do you like about the library you use most – identify it at the same time?
What do you like least about the library you use most – identify it at the same time?

Do you know what services your library offers? Suggest some and discuss:

Some ideas to suggest they know of them: *with 3rd groups this will depend on earlier answers whether they are already well educated or not?*

22. Catalogue available online
23. Help desk with enough staff – and usually has the answer to your questions
24. Computers for general use – enough?
25. Lounge areas for relaxation and group work
26. Food / drink near enough not to disturb studies too much?
27. Security for your belongings while you go to the stacks / toilet etc.
28. Photocopiers easily available
29. Disabled facilities and access – physically and in terms of large print and screen help
30. Adequate stock for your field of study
31. Clear guidance and instructions on use

Are you Aware of the LT LL Partnership? **Leaflet** do you like it?
Do you know what it means? Spell it out for those who do not
How did you find out about it?
If you had known about the other libraries, would you have used them?

2.25/11.25/6.25 Review benefits of focus group in terms of learning outcomes as perceived by participants [in last 5 mins]

- identify any increase in knowledge / understanding of services available *needed to be able to mark up but not sure*
has this discussion helped you In any ways?
How?
- identify increase in skills: intellectual, practical, professional
what have you learned from today? Now you know you can use libraries will you
have you benefited from today – can you see in what ways?
- identify change in attitudes or values
Will you, as a result of today, be more likely to find and use other libraries?
Will you use the internet ? or the catalogues?
Will you look for leaflets and other ways of increasing your knowledge of available resources?
- identify evidence of enjoyment, inspiration and creativity
observation – otherwise virtually impossible to measure – voices will sound bored but a very difficult thing to keep interesting

GLOs from session – Brainstorming at end

After coming today, I've learnt that
After today's session I intend to
Today's session has helped me
I've changed my mind about
I've enjoyed

Many thanks

Please ensure I have completed claim forms

Appendix E

Schemes in the North West of England – from the original survey

Scheme	Members institutions/libraries	Eligible users	Eligibility details	Partnerships involved
ALLIS - Accessing Lancashire Library and Information Services http://www.allis.org.uk/	Academic (including Central Lancashire, Lancaster), health, public & FE libraries in Lancashire	Eligible users and their rights differ between institutions	Eligible users and their rights differ between institutions	HE >> PL HE >> HL PL >> HL HE >> HE HE >> FE PL >> FE FE >> HL
BLAG - Bolton Libraries Access Group http://www.bolton.ac.uk/learning/services/6form/index.htm and http://www.bolton.ac.uk/learning/services/bpl/index.htm	Bolton Institute , Bolton Public Libraries, Bolton Sixth Form College	All members of member libraries	Access to collections and some borrowing for FE students	HE > FE HE > PL
CALIM - Consortium of Academic Libraries in Manchester http://www.calim.ac.uk/about/access.htm	Manchester, UMIST, Manchester Metropolitan, Salford. Associate member: Royal Northern College of Music	All students and academic and academic related staff, with some restrictions at Manchester Business School and RNCM	Borrowing for staff and PG students. Reference access for all others, with some restrictions at Manchester Business School and RNCM	HE >> HE
Bury Passport to Learning Scheme http://www.bury.gov.uk/Bury/CouncilServices/Leisure/Libraries/Learners/librariesadult_learners.asp	Holy Cross College, Bury College, Manchester Bolton & Bury IAG, Bury Public libraries	Any registered learner over 16 may use the facilities of participating libraries (Manchester by special request)	Reference access at certain times Use of IT	FE >> FE FE >> HE HE >> PL PL >> PL
CHELPS - Cumbria Higher Education Institutions Library Partnership Scheme http://www.cumbria.ac.uk/chelps.php	Cumbria Institute of the Arts, St. Martin's College Carlisle and Ambleside campuses, Central Lancashire Newton Rigg campus, Northumbria Carlisle Campus , Cumbrian FE colleges	Members of the libraries	Access and limited borrowing	HE >> FE HE >> HE
Libraries Together: Liverpool Learning Partnership www.liv.ac.uk/Library/llgroup/llg.html	Liverpool, Liverpool JMU, Liverpool Hope , Liverpool Institute of the Performing Arts and Liverpool Libraries and Information Services	Members of the libraries	Access to collections plus some borrowing	HE >> PL HE >> HE
St Helen's Partnership Agreement (Recently established)	Majority of libraries in St Helens (public and academic)	Members of the libraries	Reference only access	HE >> PL
ALLCU Association of Land based Librarians in Colleges and Universities http://www.allcu.org.uk/	Myerscough College in the NW	Domiciled students may access their local agricultural/land based college library during vacations if they are studying at another one during term time	Access depends on time of year and level of demand on any particular item by own students	HE >> FE
AddLib (Recently established)	The vast majority of libraries in Cumbria, including all public, health and HE libraries and all but two FE libraries.	Any member of the member libraries	Reference only access	HE >> PL HE >> HL PL >> HL HE >> HE HE >> FE FE >> HL FE >> PL FE >> FE

<p>VALNOW Virtual academic library in the North West, http://www.uclan.ac.uk/library/valnow/</p>	<p>Central Lancashire Burnley College Carlisle College Furness College Hugh Baird College Kendal College Lakes College West Cumbria Lancaster & Morecambe College Myerscough College Preston College Runshaw College Wigan and Leigh College Associate member: Manchester Library and Information Services</p>	<p>Students on Higher Education courses at participating institutions</p>	<p>Searching of UCL Library's catalogue and, subject to certain restrictions, requesting of books and obtain photocopies of journal articles from the UCL holdings. UCL Library's Information Officers provide a service for difficult enquiries. VALNOW users also have access to a range of on-line databases and e-journals</p>	<p>HE > FE</p>
<p>NoWAL North West Academic Libraries Group http://www.nowal.ac.uk</p>	<p>Libraries of all 15 HEIs in the NW</p>	<p>Staff and students of member HEIs</p>	<p>Reciprocal reference access to printed resources for all staff and students. Restricted borrowing rights to registered taught postgraduate users. Staff and research PGs may obtain borrowing rights via Sconul Research Extra</p>	<p>HE >< HE</p>

Notes: HE=Higher Education Library, FE=Further Education Library, PL=Public Library and HL=Health Library. Libraries shown in bold are members of UK Libraries Plus.

Adapted and updated from SCONUL website http://www.sconul.ac.uk/use_lib/access.html (Accessed 30/10/03) (Originally by Adam Edwards, adapted by Helen Greenwood)

Appendix F

The Generic Learning Outcomes

- Increase in knowledge and understanding
- Increase in skills: intellectual, practical, professional
- Change in attitudes or values
- Evidence of enjoyment, inspiration and creativity
- Evidence of activity, modification of behaviour, progression

Appendix G

Contacts for focus groups 3, 4 & 5

Group 3 Surestart ESOL

Esther Mufti (0151 733 7946) mobile so contact at home ester.mfti@tesco.net

Group 4 St Anne's Centre

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Group 5 Congolese Association of Liverpool

Emmanuel Muanda (079 892 93244), Congorama, 211 Kensington L7