SLS/BIALL Academic Law Library Survey 2014/2015

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By-line This is the latest report analysing the results of the Society of Legal Scholars and BIALL Survey. It has been written by David Gee, Deputy Librarian at the Institute of Advanced Legal Studies, School of Advanced Study, University of London

Summary of key findings

- The response rate was 83.78%; very good, and near the record of 85.4% (section 3);

- There was a marked increase in universities enrolling PhD and MPhil students, with 100% of old universities and 80% of new universities enrolling these type of students (section 5);

- 20% of respondents failed to meet the SLS Statement of Standards 3.1 on space and physical facilities, through not housing all relevant collections in one place (section 6);

- The three most popular law databases in terms of number of subscriptions continued to be Westlaw UK, Lexis®Library and HeinOnline. But there was still some fluidity in the range of subscriptions held, for 10% of respondents were considering cancelling a subscription to an electronic source before the end of July 2016 whilst 8% were considering a new subscription before the same date (section 7);

- JSTOR was still the most widely used general database in law libraries (section 8);

- Nexis UK and Proquest continued to be the two most widely subscribed to newspaper databases which are used to contribute significantly to teaching and research in law schools (section 8);

- The most popular free website with legal content which assists teaching staff and students in their law studies and which they access frequently was BAILII or the British and Irish Legal Information Institute at www.bailii.org/ which is based at the Institute of Advanced Legal Studies (section 9);

- Ex Libris (offering products such as Alma, Aleph and Voyager) was the most popular supplier of library management systems to academic law libraries in the UK and Ireland (section 10);

- Mean expenditure on law materials *decreased* by 1.02% across all respondents on the level in 2014. Old universities reported a 4.2% *decrease* in mean expenditure on 2014, whilst new universities reported a 0.44% *decrease* in mean expenditure on 2014 (section 11.1);

- This year the mean spend per student at old universities has overtaken the mean spend per student at new universities. Mean law materials expenditure per student in old universities was £251, whereas in new universities it was £250. The trend in this area is therefore of a *narrowing* gap between sectors (section 11.1);

- The proportion of total law material expenditure on monographs remained the same at 22%, serials continued its downward trend to its lowest ever percentage of 40% and databases increased to 38% (section 11);

- Separate results on overall expenditure on law library materials in institutions not providing vocational or professional award courses are provided (section 11.7);

- The highest proportion of income to fund the acquisition of law materials continued to come from general library funds (section 12);

- 60% of all law schools made *no* contribution at all to funding the acquisition of law materials. However, of those law schools that did contribute, they appeared to do so more generously with the mean amount contributed by law schools increasing by 55% on last year (section 12);

- The same percentage (14%) of responding libraries did not have any library staff which spent 50% or more of their working time on the care and servicing of the law collection. Several explained that their activities were being diluted into library-wide responsibilities or the law collection was being serviced from a team of staff with wider subject duties (section 13);

- Overall average staffing numbers slightly decreased in old universities to 3.45 FTE and slightly decreased in new universities to 2.25 FTE (section 13);

- 86% of respondents had at least one member of law library staff who had a LIS qualification, although for 20 institutions this was less than one full-time member of staff (section 13.4);

- As found in previous surveys, library staff with law qualifications were much more common in old universities (section 13.4);

- Law librarians in almost all responding institutions continued to be involved in providing legal research skills training. Most often it was in partnership with law school lecturers and in over half of the institutions in a programme involving free external trainers supplied by the major database providers (section 14.1);

- Librarians were involved in training for all types of course though not all their contributions were integrated with the law teaching curriculum (section 14.3);

- In general, the average amount of teaching received by a postgraduate professional, a taught postgraduate and research postgraduate has decreased. However, a slight increase in the average amount of teaching is noted for undergraduates (section 14.4);

- On most measures librarians in both old and new universities appear to be spending slightly less time teaching than previously (section 14.5);

- As in the six previous surveys, face-to-face contact through IT or database workshops is still the most popular delivery method (section 14.6);

- The overall number of institutions integrating information literacy principles within the law undergraduate programme decreased (section 14.7);

- A growing minority of responding institutions had links with overseas institutions and a wide variety of types of support were reported, ranging from email support to overseas students in finding resources to the purchase and shipping out of new print materials (section 15);

- The most popular other activities in both old and new universities continue to be, firstly, creating web subject and research guides, followed by providing content for law library web pages, providing content for social networking sites and providing content for web portals or gateways. Writing published articles continues to be the least popular other activity (section 16).

1   Introduction

The following report outlines the activities and funding of academic law libraries in the UK and Ireland in the academic year 2014/2015. The figures have been taken from the results of a survey questionnaire undertaken by Academic Services staff at the Institute of Advanced Legal Studies on behalf of the British and Irish Association of Law Librarians (BIALL).

This survey has been run on an annual basis since 1996 and reported in *The Law Librarian* and latterly in *Legal Information Management*. It is sponsored either by the British and Irish Association of Law Librarians (BIALL) or by the Society of Legal Scholars (SLS).

I shall attempt to draw comparisons with previous surveys where helpful. In particular "2014" refers to the 2013/2014 data (Gee, 2015), "2013" refers to the 2012/2013 data (Gee, 2014) and "2012" refers to the 2011/2012 data (Gee, 2013). All the surveys referred to are referenced at the end of the report.

Finally I am very pleased to note that this ongoing research project to publish a report on the SLS/BIALL annual survey of law libraries in the UK and Ireland received national recognition in June 2016 when it received the BIALL Wallace Breem Memorial Award: http://ials.sas.ac.uk/news/Library_Wallace_Breem_Memorial_Award_2016.htm.

2   Methodology

The survey methodology followed the improvements made two years ago, conveniently making an electronic editable PDF form version of the survey questionnaire available to be completed. In February 2016 an email containing both a link to the survey questionnaire on the IALS website and an attached editable PDF form was dispatched to 111 institutions in the UK and Ireland. Respondents could therefore complete the electronic questionnaire at one sitting, save it under the name of their institution and email it back to us. Alternatively they could print out the questionnaire to work on over a period of time and then complete the electronic version, save it and email it back to us. We were also still happy to receive completed paper versions of the survey questionnaire by post if this was the method preferred by individual respondents.

As in the past research centres with no students or only small numbers of postgraduates where the main university law library was invited to respond to the survey, were excluded. For similar reasons, the Oxbridge college libraries were excluded but, as usual, responses from the Bodleian and Squire law libraries were invited.

This year's survey is funded by the British and Irish Association of Law Librarians (BIALL). A copy of the questionnaire is available on the IALS website at: http://ials.sas.ac.uk/library/SLS_BIALL_survey.htm

3   Response rates

This year 93 forms were returned from 111 libraries representing a response rate of 83.78%, an increase on last year's 81.98% and still close to the record of 85.4%, set in 2003/2004. I am grateful to all those law librarians who took the time to respond. Another response rate of over 80% is very welcome and should permit the presentation of a reasonably accurate picture of academic law libraries in the UK and Ireland. A complete list of the academic law libraries that returned a completed 2014/2015 survey questionnaire is contained in the Appendix.

To help detect patterns in law library provision, the data has been analysed, as in previous years, by type of institution:
- "old" universities incorporated before 1992
- "new" universities incorporated in or after 1992
- institutes of higher education and other types of institution

Forty-four old universities responded (45 last year), as did 46 new universities (43 last year) and 3 other institutions (3 last year). The response profile has therefore changed slightly, with one fewer results for old universities and three more results from new universities. This may affect comparisons with past results.

4   Definitions

In many of the following sections, the survey responses are analysed using range, mean and median.
- The *range* indicates the smallest and the greatest value of the responses and helps us understand the diversity of responses.
- The *mean* has been calculated by adding up all the responses and dividing by the number of responses to get an "average". The mean can be distorted by one or two responses which are very large or very small.
- The *median* is the mid point and is calculated through ordering the responses by size from the smallest to the greatest and finding the middle response. There will be an equal number of responses below the median and above the median and so it provides a benchmark of what a "typical" university is doing.

Percentages from this point onwards have generally been rounded to the nearest whole number.

5   Student numbers

A representation of the number of law students served by the libraries helps in understanding the framework in which provision is made and can assist librarians in comparing their provision with institutions of similar sizes.

Respondents were asked to indicate the total number of taught course students (bodies, not FTEs) in the Law School enrolled on exempting undergraduate law degrees or professional or academic postgraduate courses in law. Eighty seven out of the total of 93 respondents gave figures for student numbers, ranging from 50 to 7,639 (50 to 10,083 in 2014). The median number of law students was 637 (700 in 2014) and the mean number was 892 (955 in 2014), both figures therefore decreasing year-on-year.

Respondents in old universities reported student numbers between 50 and 1,800 (50 to 1,939 last year), with a mean of 852 (888 last year) and a median of 817 (900 last year).

In new universities, the range was 80 to 7,639 (81 to 10,083 last year), with a mean of 968 (1,095 last year) and a median of 521 (530 last year).

Among the 3 other institutions, the range was 70 to 192 (85 to 225 in 2014). The mean was 131 (143 in 2014) and the median was 131 (120 in 2014).

Mainly downward trends are evident in the number of students attending responding institutions in 2014/2015 as compared with the previous year. In particular the average number of students in both old and new universities have decreased.

Ninety-one or 98% of respondents (90 or 99% in 2014) offered an exempting undergraduate law degree. Twenty eight or 30% of respondents (28 or 31% in 2014) hosted the Legal Practice Course (LPC) or Bar Professional Training Course or Diploma in Professional Legal Practice (Scotland) or Professional Practice Course (Ireland) or Degree of Barrister-at-law (Ireland). This represents 23% of old university respondents, 40% of new universities and 0% of other institutions.

Twenty three or 25% (22 or 24% in 2014) of respondents provided courses leading to other law professional awards, such as the CPE or Chartered Institute of Legal Executives

qualification. Twenty percent of old universities, 29% of new universities and 33% of other institutions ran such courses.

The final category was for other taught courses, such as the LLM, which led to a postgraduate award in law. Eighty four or 90% (83 or 91% in 2014) of institutions ran these postgraduate courses, including 98% of old and 91% of new universities and 0% other institutions. The movements in the percentages of respondents offering particular courses this year are very small and are probably mainly due to changes in the survey profile.

Respondents also indicated whether the law school enrolled students onto research courses, such as those leading to PhD and MPhil. Overall 80 or 86% (75 or 82% in 2014) of institutions indicated that they did. One hundred percent of old universities, 80% of new universities and 0% of other institutions had such students. Research students were not included in the count of law students detailed above. The percentage for old universities is back up to 100% and the trend is up markedly again for the new universities at 80% (72% in 2014 and 66% in 2013).

6   Location of the law library

Respondents were asked to indicate, from a list, which most closely matched the circumstances in their institution.
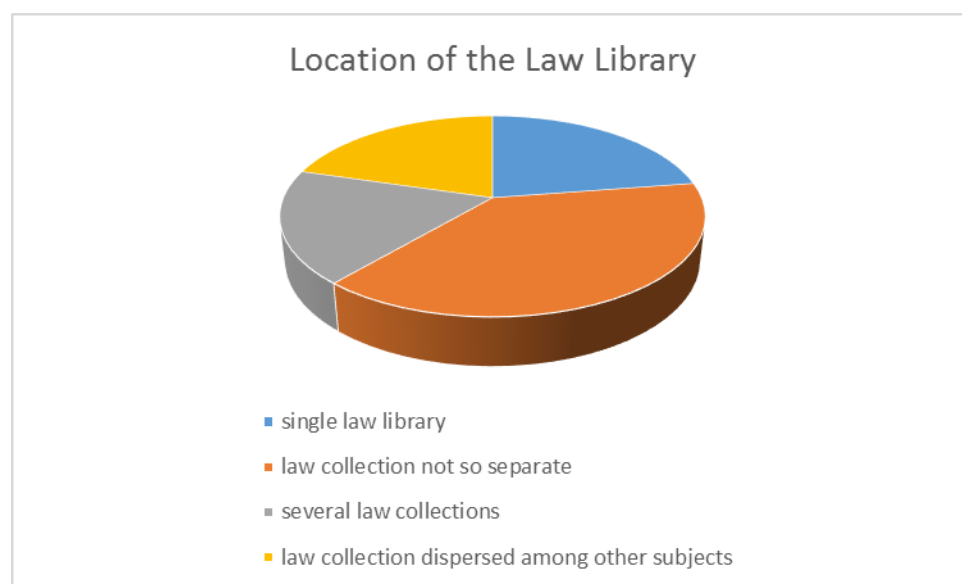
Graph 1: Location of the law library

As the above pie chart demonstrates, across all respondents:
- **23% had a single law library in a location separated from other subject collections** (23% in 2014). Of these, there were 13 (2014: 16) old universities, 8 (2014: 4) new and zero (2014: 1) other institution.

- **39% had a law collection not so separated but shelved so as to form a single identifiable unit** (40% in 2014). These included 16 (2014: 16) old universities, 19 (2014: 18) new and 1 (2014: 2) other institutions.

- **18% had several law collections each in a different location** (15% in 2014). These included 6 (2014: 4) old, 11 (2014: 9) new universities and 0 (2014: 1) other institution.

- **20% had a law collection dispersed wholly or partly among other subject collections** (22% in 2014). Of these, 9 (2014: 9) were old universities, 8 (2014: 11) were new universities and 2 (2014: 0) other institutions.

Thirty percent (2014: 36%) of old universities responding had a single and separate law library, while 18% (2014: 10%) of new universities and zero (2014: 25%) of other institutions had a single and separate law library.

Thirty six percent (2014: 36%) of old universities described their law collection as being shelved so as to form a single identifiable unit but not separate from other collections. Forty one percent (2014: 43%) of new universities described their law collection in a similar way, and 33% (2014: 50%) of other responding institutions.

Fourteen percent (2014: 8%) of old universities had several law collections, each in a different location, but 24% (2014: 21%) of new universities and no other institutions (0%) reported several collections (2014: 1, 25%).

As in past surveys, the main reason for more than one law collection was the establishment of a separate library targeted at vocational course students, such as those on the LPC or BPT, in addition to a main law collection. Other respondents mentioned other reasons for separate locations, for example, one respondent mentioned that a small collection was needed in the central library to support longer opening hours.

The comments to the SLS Statement of Standards 3.1 (Society of Legal Scholars, 2009) on space and physical facilities require "the housing of all relevant collections ... as a unified whole in one place ...".   This year the figures suggest that this criterion was not met by at least the 20% of institutions reporting dispersed collections.

Twenty percent of old universities, 17% of new universities and 66.7% of other institutions had law collections wholly or partly dispersed among other subject collections. Last year the figure was 22% overall: in detail, in 2014, 20% of old, 26% of new and 0% of other institutions had dispersed collections.

Although the overall percentage trend of dispersed collections is down from 22% in 2014 to 20% in 2015, one must remember that the general response profile for different types of institution has altered a little between last year's and this year's surveys, so the actual institutions responding are different and are probably partly the reason for the downward changes noted.

7   Legal Databases

Contrary to the rest of the questionnaire, respondents were asked to indicate their legal database subscriptions at the present time, rather than in the year 2014/2015. The results below therefore show the position in February 2016.

As in recent years, all respondents gave details of subscription databases used in connection with the teaching and research work of the law school. The ten most frequently mentioned law databases are displayed in the graph below.
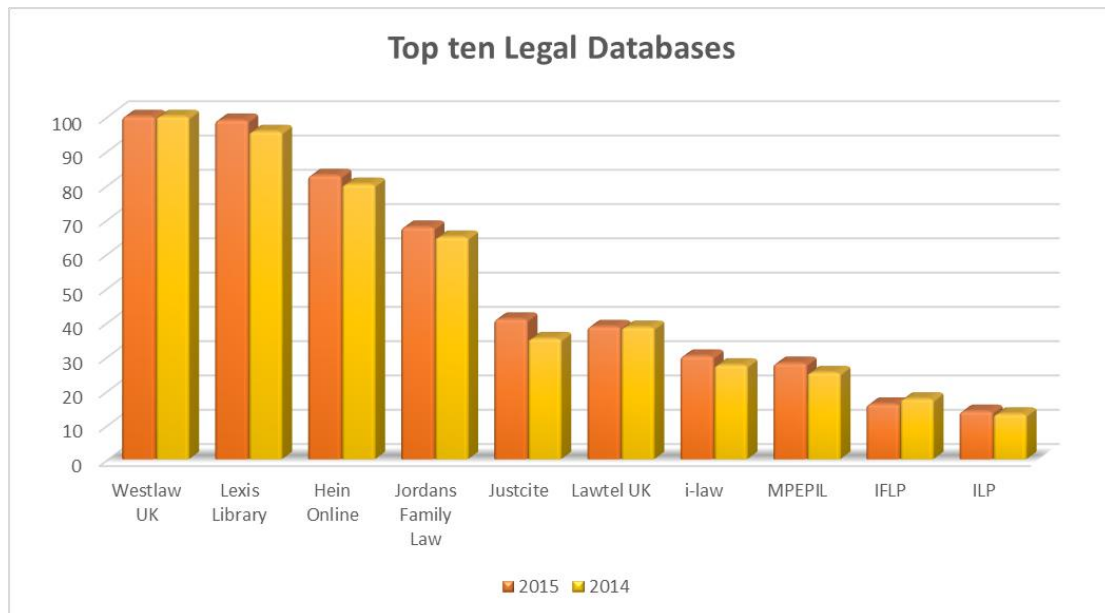
Graph 2: Top 10 legal databases

The law databases' academic market is still fluid but much less so than several years ago and generally very similar to last year. On a positive note, 8% of respondents (17% last year and 18% the year before that) were planning new subscriptions before the end of July 2016. However on the negative side, 10% (17% last year and 10% the year before that) noted planned or recent cancellations before the financial year end.

Like last year, a small number of law databases continue to dominate the market. According to the snapshot survey results using exactly the same survey questions format as in the previous year, in February 2016 Westlaw UK was taken by 93 respondents (100%) and Lexis®Library was taken by 92 of respondents (99%). Last year Westlaw UK was also taken by 100% of respondents and Lexis®Library was taken by 96%. HeinOnline, kept the third position it first gained in 2007 with an increased percentage, being taken by 77 or 83% of respondents (last year: 80%). Jordan's Family Law Online remained in fourth place with 68% (65% last year).

Of the other popular databases mentioned by respondents, Justcite moved up to fifth place with 41% of respondents (35% last year) and Lawtel UK dropped one place to sixth place with 39% (same percentage as last year). i-law remained in seventh place with 30% of respondents (28% last year) and the Max Planck Encyclopedia of Public International Law remained in eighth place with 28% of respondents (25% last year). IFLP remained in ninth place as last year with 16% of respondents and ILP remained in tenth place with 14% of respondents (13% last year).

Looking at the returns for Westlaw in more detail, no new subscriptions were planned although one respondent was considering cancellation due to lack of funds. Two respondents reported that they already subscribed to Westlaw China, three reported they subscribed to Westlaw e-books and one reported that they subscribed to IDS Brief.

Seventy one respondents or 76% subscribed to Westlaw International (81% last year). Six respondents subscribed to Westlaw IE (Irish Law). Two were based in the Irish Republic, one from Northern Ireland and the rest from the UK mainland.

Respondents were asked to indicate the subscriptions they took to particular parts of the Lexis®Library product. Two respondents reported that they were planning new subscriptions (one to LexisLibrary Property and one to Lexis PSL), but one respondent reported that they were planning to cancel their subscription to Encyclopaedia of Forms and Precedents.

The Journals module, the UK cases module and the UK legislation module were the most popular products, all three taken by 89% of respondents. Halsbury's Laws was taken by 81% of respondents and UK newspapers on Lexis by 68%, whilst the International Materials module was taken by 65% of respondents. The Encyclopaedia of Forms and Precedents in electronic format was taken by 52%. 12 respondents or 13% took Lexis PSL.

31 respondents ticked "other Lexis®Library products" in the survey questionnaire. However most did not specify specific products so it is difficult to give a safe popularity percentage split between the other Lexis®Library products, other than to say that the following products were specifically mentioned by many respondents: Employment Law, Accountancy lite, Atkins Court Forms, Family, Tax, Academic Scotland Online, Tolleys, EU tracker, IP, Crime, Immigration, Lexis Australia, Lexis®Library Ghana, Local Government, Property and Valentines on Northern Ireland law.

Two respondents stated that they subscribed to LexisNexis®Juris Classeur and two respondents took Lexis Middle East Law as standalone products. Three respondents reported that they took the "Current Awareness" module.

HeinOnline retained its third position with an increased percentage, being taken by 77 or 83% of respondents (last year: 80%). However two respondents reported that they were planning to cancel their HeinOnLine subscriptions because they were "too expensive".

Jordan's Family Law Online remained in fourth place with 63 respondents or 68% (59 or 65% last year). One respondent reported plans to subscribe to Jordan's before July 2016, but one respondent reported plans to cancel their subscription because the cost was too high relative to the low student numbers on the relevant course modules.

Justcite took fifth place with 41% of respondents (35% last year). In addition one respondent was planning to subscribe to Justcite before 31st July 2016.

Lawtel UK took sixth place with 39% of respondents taking the database (39% last year). One respondent also reported "likely" plans to cancel their Lawtel UK subscription.

Other than the databases already discussed in detail, the following databases were mentioned by 10% or more respondents:

	2016 Institutions	2016 %	2015
i-Law	28	30%	28%
Max Planck Encyclopedia of PIL	26	28%	25%
Index to Foreign Legal Periodicals	15	16%	18%
Index to Legal Periodicals	13	14%	13%
PLC Online	11	12%	10%
Kluwer Online	10	11%	10%

Databases cited by 3 or more respondents included Oxford Reports on International Law (8 respondents), OGEL – Oil, Gas and Energy Law and Casetrack (5 respondents each), Beck and Oxford Scholarship Online (4 respondents each) and Dalloz, ICLR Online, Kluwer International and WorldTradeLaw.net (3 respondents each).

In total 25 respondents (or 27%) subscribed to Justis products other than Justcite. Although not all respondents gave full details of their Justis subscriptions the following limited information was reported: 4 respondents subscribed to UK legislation, 3 respondents each subscribed to JUSTIS, "International", Irish Reports and the Session cases archive, and 2 to the "Full academic package", International law reports and England/Wales judgements. One

respondent each subscribed to BLISS, Caribbean Law Reports, Parliament, Singapore Law Reports and Immigration.

Databases of European legal information continued to be casualties in the changing academic legal database market. Eurolaw was subscribed to by 1 respondent or 1% (2% last year).

The median number of legal database subscriptions taken in responding libraries in February 2016 was 7 (February 2015: 7). The numbers of legal databases offered by institutions ranged from 1 to 57 (2 to 49 last year).


8   Other databases

In addition to law databases, law schools use a range of more general information databases such as the newspapers which are of relevance to students in a wide range of disciplines. Eighty four respondents (90%) noted other subscription databases which contribute significantly to the teaching and research work of their law school. This shows a one percentage decrease from the 91% recorded last year.

JSTOR was again the most widely used general database with 63 or 68% of respondents (2014: 69 or 76%). House of Commons Parliamentary Papers (HCPP) was mentioned by 60 or 65% of respondents (2014: 59 or 65%) and gained second place. Joint third was EBSCO Business Source and ISI Web of Science with 49 or 53%. Fifth was ASSIA with 28 or 30% (2014: 26 or 29%) and sixth was Criminal Justice Abstracts at 26 or 28% (2014: 20 or 22%). Next was EBSCO academic with 23 or 25% (2014: 25 or 28%). The following databases were used by fewer than 10% of respondents: SCOPUS and Sage (both used by 7 or 7.5% of respondents); Public Information Online (4 or 4% of respondents); and Xpert HR and Proquest dissertations and theses (both used by 3 or 3% of respondents). A further 40 non-law subscription databases were mentioned no more than twice.

By February 2016, 62 or 67% of respondents used a web-based combined newspaper database to access the full range of newspapers (2014: 60 or 66%), although not every respondent specified a particular database and many respondents subscribed to more than one database. Taking into account all those respondents who did specify particular databases, the top two suppliers were again Nexis UK used by 35 respondents (2014: 24) and Proquest with 18 respondents (2014: 14). Factiva and Gale NewsVault were both taken by 6 respondents each (2014: Factiva had 6 and Gale NewsVault had 4). Gale Infotrack was taken by 3 respondents (3 last year). Newsbank and UK Press Online were both taken by 2 respondents (2014: Newsbank had 3 and UK Press Online had 1). The following databases were mentioned once a piece: Academic Onefile; Access World News; allafrica.com; British newspapers archive; Company Dossier; International newsstand; JISC FE custom news; State papers. The results for this year indicate the continued popularity of Nexis UK and Proquest. Otherwise the results show only slight changes in the subscriber newspaper databases used to contribute significantly to teaching and research in the law school.

9   Most popular free websites with legal content

For the second time we asked respondents to list, to the best of their knowledge, the names of up to three free websites / databases with legal content which assist teaching staff and students in their law studies and which they access frequently. General search engines such as Google were excluded. The ten most frequently mentioned free websites / databases with legal content are displayed in the graph below.
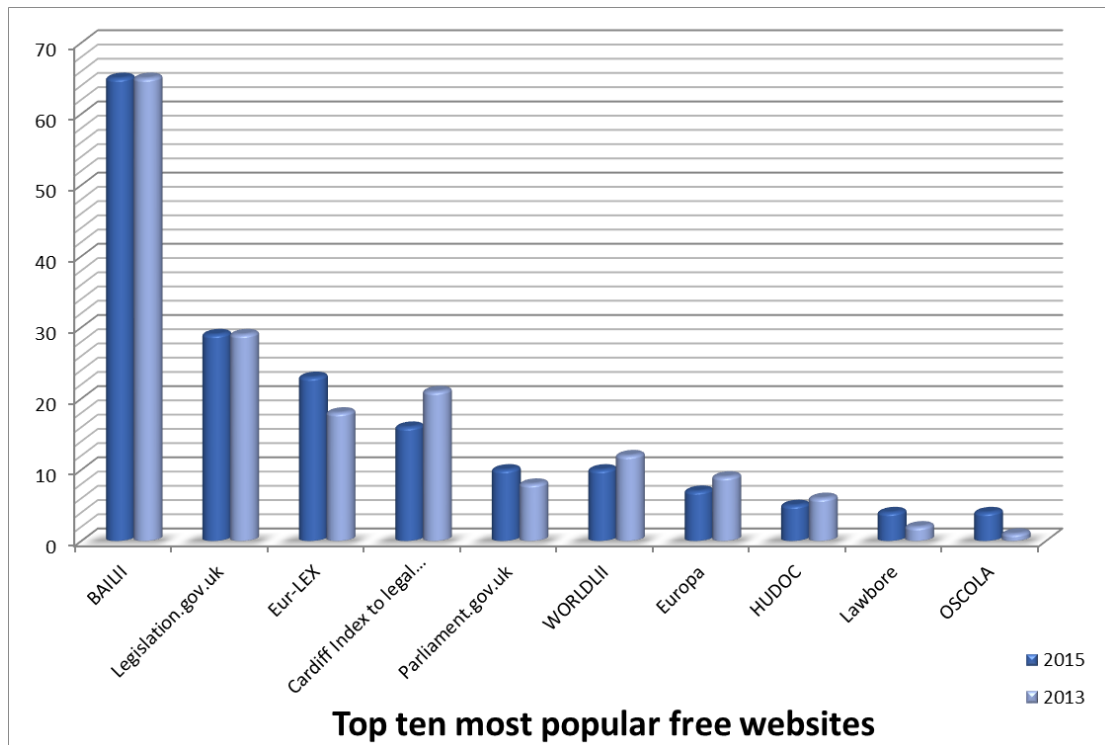
Graph 3: Top 10 free websites / databases with legal content

Eighty one or 87% of respondents provided this information, although not all respondents listed three sites. The top ten sites are listed below in descending order of popularity:

1. BAILII or the British and Irish Legal Information Institute at www.bailii.org/ which is based at the Institute of Advanced Legal Studies in London.
[65 or 70% of respondents]

2. www.legislation.gov.uk/
[29 or 31%]

3. EUR-Lex at www.eur-lex.europa.eu/
[23 or 25%]

4. Cardiff Index to Legal Abbreviations at www.legalabbrevs.cardiff.ac.uk/
[16 or 17%]

= 5. www.parliament.uk
[10 or 11%]

= 5. WorldLII or World Legal Information Institute at www.worldlii.org/
[10 or 11%]

7. EUROPA – EU website at www.europa.eu/
[7 or 8%]

8. HUDOC – European Court of Human Rights at www.hudoc.echr.coe.int
[5 or 5%]

= 9. City University's Lawbore at http://lawbore.net/
[4 or 4%]

= 9. OSCOLA at https://www.law.ox.ac.uk/research-subject-groups/publications/oscola
[4 or 4%]

The following free websites were mentioned by 3 or 2 respondents:

1. Hansard at https://hansard.parliament.uk/ - 3 or 3.2%

2. AUSTLII: the Australasian Legal Information Institute at http://www.austlii.edu.au/ - 2 or 2.2%

3. Curia at http://curia.europa.eu/jcms/jcms/j_6/en/ - 2 or 2.2%

4. FLAG Foreign Law Guide at http://193.62.18.232/dbtw-wpd/textbase/collsearch.htm - 2 or 2.2%

5. Flare Index to Treaties at http://193.62.18.232/dbtw-wpd/textbase/treatysearch.htm - 2 or 2.2%

6. Globalex at http://www.nyulawglobal.org/globalex/ - 2 or 2.2%

7. Institute of Advanced legal Studies (IALS) at http://ials.sas.ac.uk/ - 2 or 2.2%

8. Incorporated Council of Law Reporting for England and Wales (ICLR) at http://www.iclr.co.uk/ - 2 or 2.2%

9. US Department of Justice at Justice.gov - 2 or 2.2%

10. Law Commission http://www.lawcom.gov.uk/ - 2 or 2.2%

11. University of Kent's Lawlinks at https://www.kent.ac.uk/library/subjects/lawlinks/ - 2 or 2.2%

The following free unique websites were mentioned by one respondent only:

- Inner Temple Library's Access to Law - https://www.accesstolaw.com/
- CANLII: the Canadian Legal Information Institute - https://www.canlii.org/en/
- UK Government's digital service at https://www.gov.uk/
- The Directory of Open Access Journals at https://doaj.org/
- IALS Library's internet portal for law (Eagle-i) at http://ials.sas.ac.uk/eaglei/project/eiproject.htm
- European Court of Human Rights (ECHR) at http://www.echr.coe.int/
- EISIL at http://www.eisil.org/
- Family Law Week at http://www.familylawweek.co.uk/
- Irish Information Initiative (IRLII) at http://www.ucc.ie/law/newirlii/index.php
- Land Registry at https://www.gov.uk/government/organisations/land-registry
- OSCOLA tutorial @ Cardiff University at http://www.cardiff.ac.uk/insrv/resources/guides/law023.pdf
- Scottish Law Commission at http://www.scotlawcom.gov.uk/
- UK Supreme Court at https://www.supremecourt.uk/
- SWARB at http://swarb.co.uk/
- UN-OHCHR at http://www.ohchr.org/EN/Pages/Home.aspx
- UK Government statistics at www.gov.uk/government/statistics
- The Guardian newspaper at www.theguardian.com/law
- Delia Venables website at www.venables.co.uk

10   Most popular library management system suppliers

For the second time we asked respondents to provide us with the supplier and product names of their library management system in order to establish which are the most popular library management system suppliers used by academic law libraries in the UK and Ireland . Eighty six or 93% of respondents provided this information. All the mentioned systems and suppliers are displayed in the graph below, and Ex Libris (offering products such as Alma. Aleph and Voyager) was the most popular supplier.
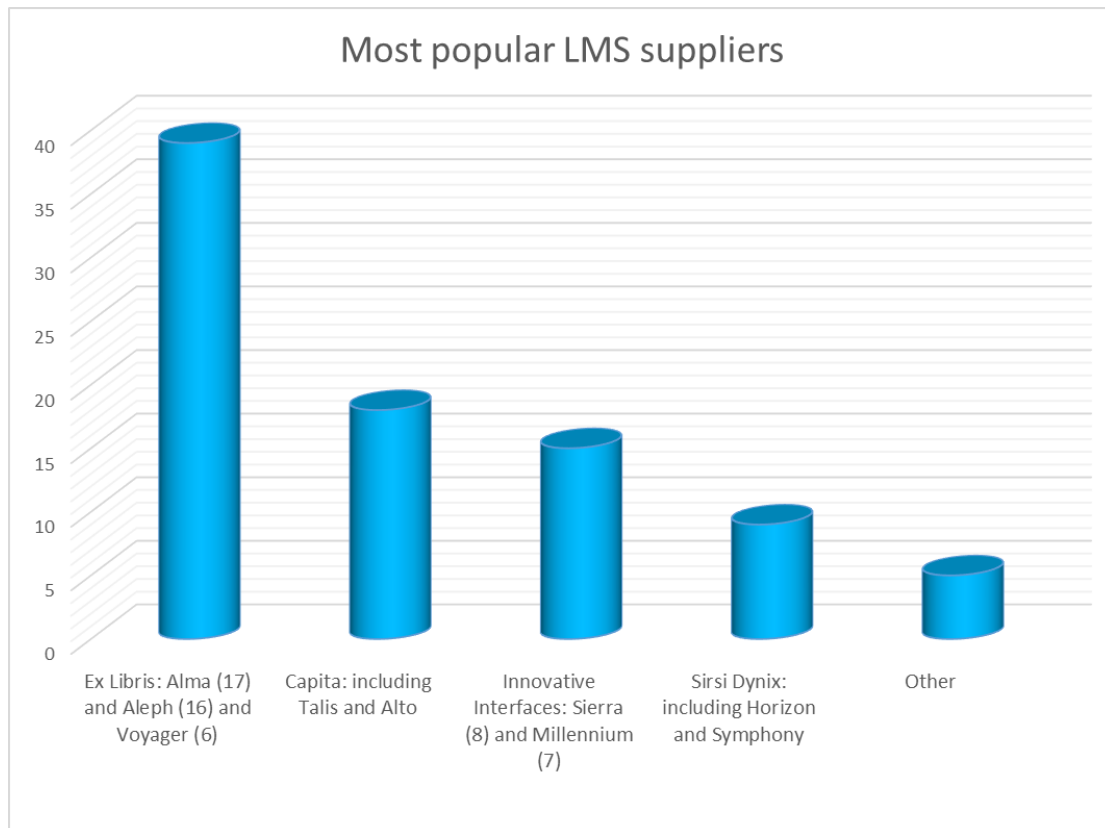
Graph 4: Top library management system suppliers

The top library management system suppliers are listed below in descending order of popularity:

1. Ex Libris: Alma (17), Aleph (16) and Voyager (6)
Mentioned by 39 respondents.

2. Capita: including Talis and Alto
Mentioned by 18 respondents.

3. Innovative Interfaces Inc.: Sierra (8) and Millennium (7)
Mentioned by 15 respondents.

4. SirisDynix: including Horizon and Symphony
Mentioned by 9 respondents.

A further five library management system products were mentioned by one respondent each: Enterprise; Heritage CIRQA; Kon via PTFS; Kuali Ole; Summon.

Three respondents also reported using their library management system alongside the Primo (Ex Libris) product for "resource discovery".

11   Expenditure

Eighty seven of the 93 libraries (or 94% of respondents) were able to provide total expenditure figures for 2014/2015. Those respondents who did not respond either could not disaggregate law expenditure from other subjects or were not prepared to provide the information.

11.1   Total expenditure on law materials

Total expenditure on the acquisitions of law materials ranged from £13,476 to £1,283,906 (2014: £7,706 to £1,251,890). Mean expenditure was £184,874 (2014: £186,787), a 1.02% decrease on 2014. This small decrease in expenditure on 2014 (following on from a 2% increase and a 6% increase in previous years) is of concern, although to sound a note of caution the decrease may be partly a reflection of the changing pool of survey respondents.

It is helpful in understanding these changes to compare the expenditure in the different types of institution.

Old universities: 41 out of a possible 44 responses (2014: 38 out of 45)
Range from £35,063 to £745,600; median £154,947 (decreased by 7.3% on 2014); mean £194,180 (decreased by 4.2% on 2014). 75% of old universities spent at least £119,664 (up 3.8% on last year). 25% spent more than £254,951 (down 9.3% on last year).

New universities: 44 out of a possible 46 responses (2014: 38 out of 43)
Range £29,827 to £1,283,906; median £114,800 (up 1.42% on last year); mean £182,764 (down 0.44% on last year). 75% of new universities spent at least £71,162 (up 3.1% on last year) and 25% spent more than £178,825 (down 8.3% on last year).

Other institutions: 3 responses (2014: 3)
This sample is too small to be meaningful or anonymous.

Based on the means, these results seem to indicate that expenditure on law materials has slightly decreased in new universities, but has decreased more markedly in old universities.

For each law student in a typical university (looking at the median) £198 was spent on law materials. This is a small 0.58% increase on the figure for 2014.

However, the rate of increase has not been evenly distributed across the higher education sector. In an old university, median spend per student was £196 (2014: £202) but for a student in a new university the median was £207 (2014: £182), a narrowing gap between old and new universities of 5.34% (2014: 9.9%). In other types of institution the median spend per student was £341 (2014: £135). As graph 5 illustrates, the gap between old and new universities fluctuates over time but narrowed in 2014/2015 due to a decrease in median expenditure in old universities and a much larger increase in the median for new universities. Per capita expenditure at other types of institution increased substantially. However this marked statistical change is due to the very tiny sample.
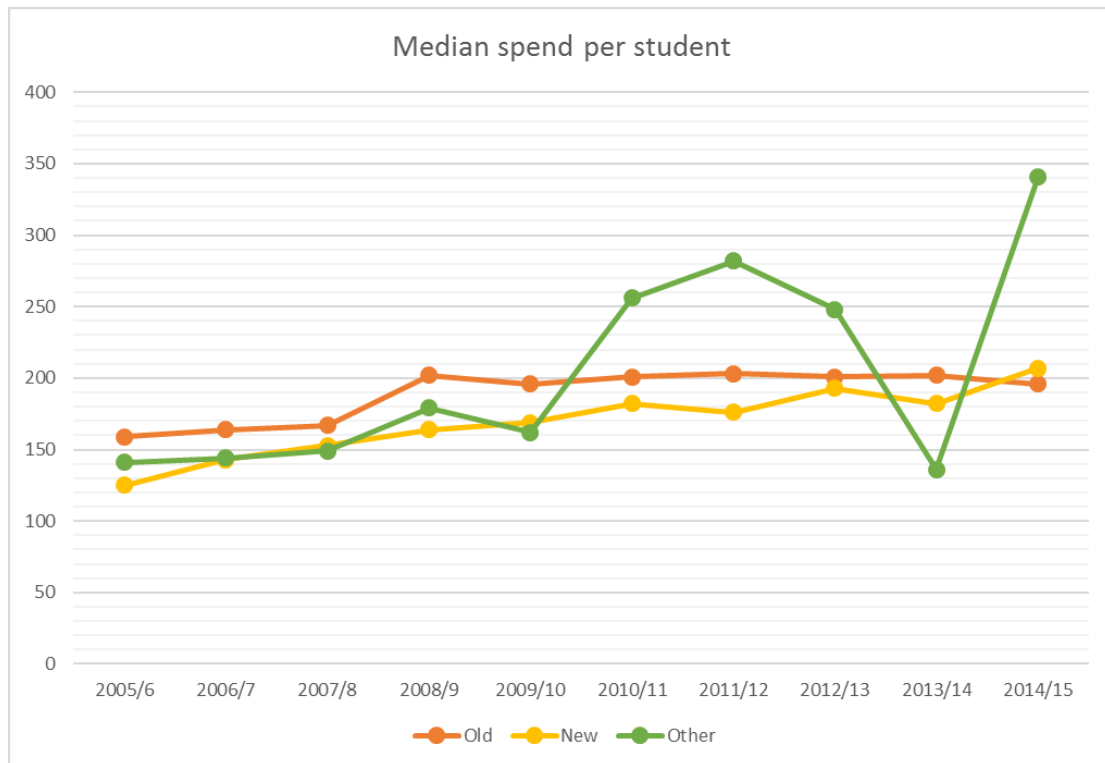
Graph 5: Library materials expenditure per student

Taking the mean, rather than the median, the pattern is different but with the same narrowing of the gap between sectors. This year the mean spend per student at old universities has overtaken the mean spend per student at new universities. Mean law materials expenditure per student in old universities was £251, up 8.96% from 2014 whereas in new universities it was £250, up 4.87% on 2014. In other types of institution the mean spend per student was £341 (2014: £156), indicating a steep increase, but these results have been calculated over just 3 respondents.

11.2   Monograph expenditure

Seventy seven respondents provided details of spending on books, one more than last year. Some respondents had difficulty providing a discrete and accurate figure for law expenditure alone owing to the way the university or college budget is divided amongst subject areas.

Expenditure on monographs ranged from £3,020 to £251,703 (2014: £1,992 to £276,150), with a mean of £43,149, an increase of 11.5% on 2014 and a median of £32,251 an increase of 36.77% on last year.

In 2015, on average, monograph acquisitions accounted for 22% of total law material expenditure (2014: 22%; 2013: 21%; 2012: 21%). The proportion of total expenditure spent on books ranged from 6% to 59% with a median of 20% (2014: 4% to 71% with a median of 22%).

Analysed by type of institution the figures for monograph expenditure were:

Old universities: 36 respondents (2014: 36)
Range £12,000 to £106,304; median £37,737, an increase of 31% on last year; mean £43,593 a decrease of 4.7% on 2014. Mean of 23% of total law material expenditure (2014: 23%).

New universities: 39 respondents (2014: 37)

Range £3,205 to £251,703; median £21,167, an increase of 7.9% on last year; mean £44,425, an increase of 28.9% on last year. Mean of 21% of total law material expenditure (2014: 22%).

Other institutions: 2 institutions (2014: 3)
The range, median and mean figures are not very useful because of the tiny sample. Mean of 24% of total law material expenditure (2014: 37%).

The mean figure for old universities showed a decrease of 4.7% in expenditure on monographs, whilst the mean figure for new universities showed a substantial increase of 28.9%. The percentage of total law expenditure devoted to monographs has stayed the same for old universities and decreased slightly by 1% for new universities. Please note that these figures may be partly a reflection of the changing pool of survey respondents.

11.3   Serials expenditure

Seventy four of respondents who gave any financial figures were able to provide a figure for their spending on serials, the same number as last year. The questionnaire defined serials as law journals, statutes, law reports and loose-leaf updates.

As a mean, serials accounted for 40% of total law materials expenditure (2014: 45%). The proportion of expenditure given to serials ranged from 9% to 75% (2014: 9% to 80%) with a median of 41% (2014: 45%). Overall, serials expenditure ranged from £3,334 to £560,000 (2014: £2,885 to £449,671), with a median of £54,253 (2014: £61,665) and a mean of £83,745 (2014: £89,484).

Analysed by type of institution the figures were:

Old universities: 34 responses (2014: 36)
Range £13,000 to £560,000; median £71,581, down 21% on last year; mean £98,667, down by 6.21% on last year. Mean of 44% of total law material expenditure (2014: 50%).

New universities: 38 responses (2014: 35)
Range £3,334 to £352,087; median £45,127, down 13.22% on last year; mean £73,910, down 7.23% on last year. Mean of 38% total law material expenditure (2014: 41%).

Other institutions: 2 responses (2014: 3)
The range, median and mean figures are not very useful because of the tiny sample. Mean of 36% of total law material expenditure (2014: 44%).

The percentage of total law expenditure devoted to serials has continued to fall for both old and new universities. Please note that these figures may be partly a reflection of the changing pool of survey respondents.

11.4   Database expenditure

Databases accounted for 38% of total law materials expenditure in the mean, ranging from 11% to 78% with a median of 35% (2014: mean of 33%, median of 30%). Of the 74 responses (2014: 71), expenditure ranged from £6,944 to £808,955 (2014: £2,899 to £709,740) with a median of £44,474 (2014: £37,136), a rise of 19.76% on last year, and a mean of £67,533 (2014: £61,678), an increase of 9.49% on last year.

Analysed by type of institution the figures were:

Old universities: 34 respondents (2014: 33)
Range £19,723 to £163,380; median £50,866, an increase of 18.08% on last year; mean £59,213, up 10.7% on last year. Median 29% and mean 33% of total law material expenditure (2014: 27% and 29%).

New universities: 38 respondents (2014: 36)
Range £13,172 to £808,955; median £37,711, up 10.22% on 2014; mean £77,837 up 7.73% on last year. Median 39% and mean 41.5% of total law material expenditure (2013: 34% and 38%).

Other institutions: 2 respondents (2014: 2)
The range, median and mean figures are not very useful because of the tiny sample. Median and mean both 40% of total law material expenditure (2014: both 27%).

Median and mean spending on databases in both old and universities has increased on last year. The median and mean percentages of total law expenditure devoted to databases has continued to increase for both old and new universities. Please note that these figures may be partly a reflection of the changing pool of survey respondents.

11.5   E-book expenditure

Twenty seven respondents provided details of spending on e-books (25 last year). It is important to point out that more respondents probably purchase e-books, but that they were not all able to provide discrete and accurate figures for this law expenditure alone owing to the way the university or college budget is divided amongst subject areas. As a consequence the following e-book expenditure figures should be treated with some caution, but they are of interest nevertheless.

Expenditure on e-books ranged from £670 to £103,461, with a mean of £19,507 and a median of £9,989.

Analysed by type of institution the figures for e-book expenditure were:

Old universities: 12 respondents (2014: 12)
Range £3,677 to £48,918; mean £14,019; median £11,016.

New universities: 15 respondents (2014: 13)
Range £670 to £103,461; mean £23,897; median £6,053.

Other institutions: 0 institution (2014: 0)
No data to calculate figures.

11.6   Other expenditure on law materials

Thirteen respondents noted "other" expenditure, three more than last year. Expenditure ranged from £100 to £47,020 (2014: £12 to £45,000), with a median of £3,072 (2014: £1,134) a 171% increase, and a mean of £9,760 (2014: £5,346) an increase of 83%.

Only 4 respondents specified what the "other" expenditure was spent on: 1 stated "binding and digitisation", 1 stated "document supply", 1 stated "membership subs and binding", and 1 stated "ILL, learning support, marketing, copyright fees, newspapers and access/discovery".

11.7   Expenditure by institutions not providing vocational or professional award courses

At the suggestion of one respondent we have carried out some analyses on expenditure by those institutions which offer only an exempting law degree or LLM courses, that is, do not offer vocational courses, such as the LPC, BPTC, Diploma in Legal Practice (Scotland) or Professional Practice Course (Ireland) or Degree of Barrister-at-law (Ireland) or courses leading to professional awards, such as the CPE and CILEx. These institutions believe that vocational courses require the purchase of expensive practitioner materials and so the results

given earlier in section 11 are inflated and make comparison with their situation very difficult. So, we have re-run the analyses for total expenditure.

Total expenditure on the acquisition of law materials ranged from £29,826 to £745,600 (2014: £11,520 to £726,998). Mean expenditure was £159,923 (2014: £162,061), a 1.32% decrease on 2014. To sound a note of caution the results are probably partly a reflection of the changing pool of survey respondents.

It is helpful in understanding these changes to compare the expenditure in the different types of institution.

Old universities: 29 respondents, 28 provided financial data (2014: 32, 27) provided financial data)
Range £35,063 to £745,600 (2014: £36,984 to £726,998); median £169,311 (2014: £202.377), a 16.34% decrease on last year; mean £204,322 (2014: £223,847), a 8.72% decrease on last year.

New universities: 23 respondents, 23 providing financial data (2014: 23, 20 provided financial data)
Range £29,826 to £504,628 (2014: £28,471 to £195,000); median £74,000 (2014: £70,423), an increase of 5.08% on 2014; mean £109,886 (2014: £86,176), a sizable 27.5% increase on last year.

Other institutions: 1 respondent (2014: 1)

Comparing these results with those in paragraph 11.1 for all respondents, there are differences between the medians and means in old universities, but much more significant are the differences between the medians and means amongst new universities. The reason for the differences lay in the numbers of students at each institution - those new universities which do not offer vocational courses have generally smaller numbers of students than those new universities that do, hence a smaller expenditure on the acquisition of library materials. This distinction is less marked at old universities.

12   Sources of income

Eighty seven (2014: 78) respondents gave details of the source of the funds from which law material expenditure was met.

The greatest proportion of acquisitions was funded from general library funds, and all but 4 institutions responding received at least part of their income this way. Using the mean, 81% of old universities', 91% of new universities' and 100% of other institutions' income for law library materials was from general library funds (90%, 95% and 100% last year). When the median is used the figures are 92%, 100% and 100% (2014: 94%, 100% and 100%). The decrease in the mean percentage for old universities indicates a reduced focus on general library funds, and the decrease in the mean percentage and the no change in the median percentage for new universities indicates a slight reduction or at worse no change in focus on general library funds as the main income source on last year.

Law schools contributed to funding the acquisition of law materials in 35 institutions (2014: 30). As has been noted in previous survey reports, a majority of law schools make no such contribution at all (60% this year, 67% in 2014, 61% in 2013, 58% in 2012, 57% in 2011). This fact is reflected in the fact that, only 50% (2014: 44%) of old university law schools, 28% (2014: 23%) of new university law schools and 0% (2014: 0%) of other institutions' schools contributed something.

Of the law schools that contributed, the amount ranged from £2,500 to £254,951 (2014: £491 to £228,415). The median contribution was £14,576, a decrease of 0.49% on last year. The mean was £43,378, up 55% on last year.

For the libraries that received funds from the law school, these funds represented a mean of 24% of the total income for the purchase of law materials, with a median of 14% (18% and 13% last year). This year the mean percentage contributions by law schools based in old and new universities widened to 8.5% with new universities contributing a higher mean percentage than old universities. Of the old university law schools who contributed anything, the mean contribution represented 20.5% of the funds for library materials (2014: 19%), while new university law schools contributed more at 29% (2014: 18%). No 'other' institutions received funds from the law school (2014: 0%).

In the old universities, median law school funding for law materials was £13,003, down 13.03% on last year. The mean was £39,379, up by 22% on last year. In new universities the comparative figures were a median of £22,448, up by 75% on last year and a mean of £50,145 up by 161% on 2014.

In summary for law school contributions: as usual well over half of all law schools (60%) make *no* contribution to funding the acquisition of law materials. However there was an increase in the old University law schools' average contribution (at 20.5%) to the total funds for library materials and an increase in the new university law school's average contribution (at 29%) to the total funds for library materials.

Ten institutions (2014: 6) reported receiving income from other university budgets for law materials. For these 9 old universities, 1 new universities and 0 other institutions, the amount of income from these sources ranged from £2,500 to £291,326 (2014: £7,457 to £119,664).

One respondent reported funding from user charging (2014: 0).

Finally, 2 institutions (2014: 2) reported receiving financial contributions towards law materials from outside bodies. The sums ranged from £27,582 to £93,479 (2014: £51,197 to £79,700), with a median income of £60,531 (2014: £65,448) and a mean income of £60,531 (2014: £65,448). These were both old universities.

12.1 Targeted funding from the law school

Two further questions sought to explore whether law schools paid for specific materials or services.

The first question asked respondents to indicate whether specific types of materials were paid for by the law school. 28 respondents (30%) replied in the positive (2014: 29, 32%) with some respondents mentioning more than one type of material. By far the most frequently mentioned was payment of, or contributions towards, the cost of electronic databases such as Lexis Library, Westlaw or HeinOnline - 18 respondents (2014: 21). Eight respondents noted that the law school contributed towards the cost of law books, journals or reports (7 in 2014) ranging from research journals to specialist monographs to multiple copies of textbooks. Library materials for the Legal Practice Course or Bar Vocational Course were mentioned specifically by 3 respondents (3 in 2014).

In the second question in this section, respondents were asked to indicate whether the law school contributed to law library expenditure other than for the purchase of law materials.

Only 3 respondents (4 in 2014) received this additional funding. They indicated the total amount of the contribution, ranging from £15,000 to £172,500 (2014: £11,200 to £48,000).

Respondents reported receiving funding towards staffing costs.

13 Staffing

The responses to the questions on staffing provide a picture of the number and qualifications of library staff in academic law libraries. The definition of law library staff provided in the

questionnaire was the same as for the previous surveys. To be included in the survey, library staff were to spend 50% or more of their working time on the care and servicing of the law collection.

Thirteen (or 14%) of the 93 responding institutions had no staff which met this criterion (2014: 13 or 14%). Of these, 8 (2014: 9) were old universities and 5 (2014: 4) were new universities. In most instances respondents mentioned that law was just one of a number of subjects for which a team of librarians was responsible, but no one spent the requisite 50% or more of their time on law alone, or that their responsibilities were diversifying into library-wide activities.

For the 80 respondents (2013: 78) with staff who met the criterion, the full-time equivalent (FTE) number of staff ranged from 0.25 to 25.10 (2014: 0.20 to 23.25) with a median of 1.0 (2014: 1.0) and a mean of 2.75 (2014: 2.86). 36.25% (2014: 38.5%) had exactly one FTE member of law library staff.

As in previous surveys, old universities ranged most widely in the number of law library staff and 22.2% had four or more FTE (2014: 25%), compared to only 9.76% of new universities (2014: 10.3%).

The median for old universities' FTE law library staffing was 1.0 (2014: 1.0) with a mean of 3.45 (2014: 3.46). The median for new universities was 1.0 (2014: 1.0) and the mean was 2.25 (2014: 2.37). The other institutions were varied in their staffing levels, from 1 to 2 FTE (2014: 1 to 4).

The staffing figures therefore portray a very slightly worse picture for old and new universities than last year. The overall mean number of staff decreased from 2.86 FTE in 2014 to 2.75 FTE in 2015, the mean number of staff for old universities decreased from 3.46 FTE to 3.45 FTE, and the mean number of staff in new universities decreased from 2.37 FTE to 2.25 FTE.

Respondents were asked for the FTE number of staff in professional, clerical and other posts.

13.1   Professional posts

Of the 80 institutions which had staff with the care and servicing of the law collections as their sole or principal function, only 2 (1 old university and 1 "other" institution) did not have a professional post (2014: 2). Overall, then, of the 80 responding law libraries with staff who met the definition, 97.5% had a designated professional who could dedicate a significant proportion of their time to the needs of the law service (2014: 97.4%). The number of professional FTE posts ranged from 0.25 to 10.9 (2014: 0.10 to 12.10) and 44% of institutions (2014: 50%) with any professional posts had exactly 1.0 FTE.

In old universities, 11 of the 36 respondents had exactly 1.0 professional FTE, with 17 institutions with less than 1.0 professional FTE; 8 had more than 1.0 professional FTE and the maximum was 7.6 professional FTE posts (7.5 in 2014). The mean for old universities was 1.38 professional FTEs (2014: 1.35 FTEs). The results show a very slight increase in the average level of professional staffing in old universities.

In new universities, 22 of the 41 respondents had exactly 1.0 FTE professional post, with 12 institutions with less than 1.0 FTE; 7 had more than 1.0 FTE and the maximum was 10.9 FTE professional posts. The mean for new universities was 1.38 (2014: 1.35 FTE). These results also show a very slight increase in the average level of professional staffing in new universities. In the 3 "other" institutions, one had 0 FTE, one had 1.0 FTE and one had 2.0 FTE.

13.2   Clerical posts

Turning to clerical posts, 32 institutions out of 80 respondents had clerical staff who met the definition given in section 13. Of the 48 who had library staff but no clerical staff, 17 were old universities, 29 were new universities and 2 were "other" institutions.

For the 32 institutions that did have clerical staffing, numbers ranged from 0.3 to 17 (2014: 0.1 to 16.1), with median of 0.5 (2014: 1.0) and a mean of 3.33 (2014: 3.4). Fifty three percent of old universities reported clerical staff for law as opposed to 29% of new universities (2014: 58%, 28%).

As found in past years, old universities typically had larger numbers of clerical staff. Eight of the 19 old universities with clerical staff had four or more such staff and the mean was 3.81 (2014: 3.46), whereas of the 12 new universities with clerical staff only 2 (2014: 1) had four or more such staff.

A partial explanation for the large difference between the presence of clerical staffing in old and new universities could be drawn from the location of the law library. Of the 14 (2014: 16) institutions with more than 2 FTE clerical staff, 8 or 57% had a law library located separately from other collections (2014: 9 or 53%). Of these 8 institutions, 7 (87.5%) were old universities. Where there is a separate law library, staffing is less likely to be shared between subjects, and circulation and other activities will be dedicated to the law collections. It is noteworthy however, that 47.4% of respondents who had a single law library in a separate location had professional staff but no clerical staffing or "other" staff dedicated to the law service (2014: 42%).

13.3   Staff employed in other posts

Eight institutions (2014: 7) noted law library staff, other than clerical or professional staff, who met the criterion noted in section 13 above. Of these, 5 were old universities and 3 were new universities. FTE numbers of such staff ranged from 0.21 to 1.0 again (2014: 0.21 to 1.0). Their duties were specified by three of the eight respondents and included "Senior Information Assistant", "ICT specialist", "Assistant Manager".

13.4   Qualifications of staff

Respondents were asked to indicate how many of the staff whose principal function was the care of the law collections had a professional librarianship or information science (LIS) qualification or an academic or professional qualification in law.

Eighty respondents or 86% (2014: 78 or 86%) of respondents had at least one member of staff who had a LIS qualification, although for 24 institutions this was less than one full-time member of staff (2014: 20).

Thirty eight (2014: 41) institutions had exactly one FTE member of staff with a LIS qualification and 8 (2014: 8) had three or more FTE staff with such a qualification.

Importantly it is still true to say that there was no unqualified staff in professional posts.

Twenty of the 80 respondents representing 25% of institutions (2014: 28.2%) had staff with an academic or professional qualification in law. Fourteen (2014: 17) had at least one member of staff so qualified, and 8 (2014: 13) had exactly 1.0 FTE staff member with a law qualification.

As found in past surveys, library staff with law qualifications were much more common in old universities. Looking at only those institutions which had any staff which met the criterion noted in section 13 above, in old universities 31% (2014: 39%) of law libraries had law qualified staff, compared to new universities where only 22% (2014: 21%) had law qualified staff. None (2014: 0) of the "other" institutions had such staff. Overall, 55% of the libraries with law qualified staff were in old universities.

14   Legal research skills instruction

User training in law libraries is investigated by this survey every other year. Legal research skills training is defined for the survey in terms of instruction, for example, in how to understand legal abbreviations and in the use of particular law publications or databases. It is not concerned with induction tours, basic introductions to the library or the library catalogue. Eighty eight of the 93 respondents (2013: 93) respondents completed this part of the questionnaire this year, and all of them confirmed that they provided some form of legal research skills training.

14.1   Who provides the instruction?

In 94% (2013: 97%) of the 88 responding institutions law library staff were involved in providing legal research skills training. Only in 2 old and 3 new universities were library staff not involved.

Law School lecturing staff were involved in the training in 66% (2011: 73%) of institutions. Other staff, including other professional library staff and IT training officers in the law school, were involved in 11% (2013: 6.5%) of institutions. Several of the database providers offer free training to staff and students and so the survey asked whether such external trainers were used for legal research skills instruction. 58% (2011: 57%) of respondents' institutions took advantage of such free training. In addition, Lexis or Westlaw student associates contributed to training in 43% (2013: 50%) of institutions.

In 14% (2013: 9%) of institutions, the law library staff alone provided legal research skills instruction. In a further 19% (2013: 16%) of institutions, the law library staff's contribution was supplemented by external trainers or student associates employed by a database supplier. Law Library staff with or without the assistance of external trainers or student associates had sole responsibility for the training in 29% of old universities, 36% of new universities and 0% of other institutions (2013: 28%, 23% and 0%).

In 61% of institutions (70% in 2013), provision was a joint responsibility between the law library and law school lecturing staff. However, in 61% (2013: 60%) of institutions legal research skills instruction also involved other staff or external trainers.

These figures suggest that the law library and law school continue to work together to develop students' legal research skills in a large number of universities and other institutions, aided by free trainers or students associates from the large database providers. Since the last survey two years ago, the use of free external trainers supplied by database providers appears to have increased slightly by 1% to 58%, whilst the use of student associates has decreased to 43%. The number of law library staff having sole responsibility for legal research skills training has increased slightly in old universities and more markedly in new universities. The overall picture is still a mix of contributors to legal research skills training in institutions, but with law librarians retaining the key role in the overwhelming majority.

14.2   For which courses is instruction provided?

Respondents indicated for which courses legal research skills instruction was provided by library staff.

	Number of institutions with courses (2015)	Instruction provided (2015)	Instruction provided (2013)
Undergraduates	91	84 (92%)	95%
Postgraduate professional	38	33 (87%)	93%
Other taught postgraduate	84	76 (90.5%)	86%
Research postgraduate	80	62 (77.5%)	73%

In most responding institutions, law library staff were involved in legal research skills instruction for all types of users. The proportion of institutions where library staff were involved in legal research skills instruction for undergraduates was slightly lower at 92% and there was also a decrease to 87% in the proportion involved in postgraduate vocational courses. Involvement with postgraduate taught courses increased a few percentage points to 90.5% and involvement with training research postgraduates increased to 77.5%.

14.3   Integration with the teaching curriculum

Respondents were asked in which courses was the library's contribution to legal research skills instruction timetabled and incorporated within the curriculum of study.

	Instruction provided ('15)	Instruction integrated ('15)	Instruction integrated ('13)
Undergraduates	84	77 (92%)	80 (91%)
Postgraduate professional	33	25 (76%)	31 (84%)
Other taught postgraduate	76	59 (78%)	60 (75%)
Research postgraduate	62	28 (45%)	24 (44%)

The good news is that percentage levels of integration of the library's contribution have increased for all types of courses on the 2013 levels except for the "postgraduate professional" category.

14.4   How much teaching does a student receive?

To understand how much training each of the courses noted above actually receive, respondents were then asked to note the number of timetabled contact hours of legal research skills instruction a student would receive from library staff over the duration of the whole course of study. Contact hours were defined as the length of time an individual student would spend receiving direct timetabled teaching or tutorial guidance.

For the 76 respondents (2013: 81) who noted contact hours for undergraduates, hours ranged from 1 to 30 (2013: 1 to 30), with a mean of 5.2 hours (2013: 5.1) and a median of 4 hours (2013: 4). Undergraduates in 51% (2013: 37%) of respondents' institutions received between 2 and 4 hours instruction from the law library staff.

29 respondents (2013: 34) noted contact hours with library staff for students on the LPC, BVC, CPE, Institute of Legal Executives and other postgraduate professional courses. Hours ranged from 1 to 8.5 (2013: 1 to 24), with a mean of 2.9 hours (2013: 3.1) and a median of 2 hours (2013: 2).

63 institutions (2013: 69) gave contact hours for other taught postgraduate students. These ranged from 0.75 hour to 12 hours (2013: 1 to 15.25), with a mean of 3.3 hours (2013: 3.6) and a median of 2.5 hours (2013: 3).

Finally, 43 respondents, comprising 28 old universities and 15 new universities (2013: 42 respondents with 30 old universities and 12 new) gave research postgraduates between 0.5 hours and 25 hours of legal research skills instruction (2013: 0.5 to 25), with a mean of 3.3 hours (2013: 3.6) and a median of 2 hours (2013: 2).

In general, the average amount of teaching received by a postgraduate professional, a taught postgraduate and research postgraduate has decreased. However, a slight increase in the average amount is noted for undergraduates.

14.5 How many hours do librarians spend delivering legal research skills instruction?

Respondents were asked to indicate the number of law library staff hours spent in delivering legal research skills instruction during the year. Preparation time was excluded. Seventy nine institutions responded (2013: 84), with figures ranging from 3 hours to 401.5 hours (2013: 0.5 to 300). 12 respondents (2013: 12) spent under 10 hours teaching, 7 of whom were old universities and 3 new and 2 other institutions (2013: 7 old, 3 new, 2 other). At the other end of the scale, 10 respondents (2013: 11) of whom 5 were old universities and 5 new universities spent over 100 hours on instruction (2013: 7 old, 4 new, 0 other). The overall mean was 50 hours (2013: 53). The mean for old universities was 54.5 hours and new universities was 47.5 hours, and other institutions returned a mean of 6 hours (2013: old 58 hours, new 51 hours, other institutions 6 hours). The overall median was 25 hours (2013: 30).

On most measures librarians in both old and new universities appear to be spending slightly fewer hours teaching than previously, and more of this teaching was being undertaken in old universities than in new universities.

14.6 Method of delivery

Respondents were asked to indicate, for the instruction featured in section 14.2 above, which methods of delivery were used.

As in previous surveys, IT or database workshops were the most popular method of delivery, used by 89% of all respondents, (2013: 86%). They were used most frequently for undergraduate courses, where 76.5% of respondents used workshops, followed by taught course postgraduate teaching, with 62% of respondents using the method. Database workshops were used by 60% of respondents for their postgraduate professional courses and by 32% of respondents for research postgraduates.

Overall, large group lecture sessions were the next most popular method of delivery used by 86% of all respondents (2013: 83%). They were most often used for undergraduate level teaching, where 78% of respondents used this method, followed by postgraduate professional courses with 63% of respondents, other postgraduate taught courses with 51% of respondents using this delivery method, and research students at 17% of respondents.

One-to-one reference advice sessions were used by 77% of all respondents (2013: 74%). They were most often used for teaching research students, where 68% of respondents used this method, followed by postgraduate professional courses with 66% of respondents, undergraduate level teaching with 65% of respondents, and other postgraduate taught courses with 63% of respondents using this delivery method.

Small group tutorial / seminar sessions based in a seminar room, rather than an IT room, were used by librarians in 40% of institutions (2013: 40%). They were used most frequently for undergraduates by 29% of respondents, then taught course postgraduates by 25% of respondents, and postgraduate professionals by 23% of respondents. They were least often used for research postgraduate training, where the method was used in 20% of cases.

Locally produced online tutorials were used by 32% of responding institutions for legal research skills instruction (2013: 33%). Online tutorials were used across all courses but especially with taught postgraduate courses, where 27% of respondents used this method of delivery and undergraduate courses, with 26% of respondents. Seventeen percent of respondents used them with postgraduate professional courses and 12% used them on research postgraduate courses.

Student workbooks, which enable hands-on self-paced learning, were still used by just 13% of respondents (2013: 20%). They were used by 8 institutions for both undergraduate courses

and postgraduate taught courses, by 5 institutions for postgraduate professional courses and by 3 institutions with research postgraduates.

Seven percent of respondents noted other methods. These included practical training in using print resources.

14.7   Information literacy

As in 2005, 2007, 2009, 2011 and 2013 we asked two survey questions specifically referring to the Association of College and Research Libraries' (ACRL) Competency Standards (American Library Association, 2000 – although currently rescinded and under review) and the SCONUL Standards and the integration of these principles within the undergraduate law curriculum.

The *Information Literacy Competency Standards for Higher Education* (originally approved in 2000) were rescinded by the ACRL Board of Directors on June 25, 2016, at the 2016 ALA Annual Conference in Orlando, Florida, which means they are no longer in force. They will remain at http://www.ala.org/acrl/standards/informationliteracycompetency (and in PDF format) until July 1, 2017 to allow for the transition to the *Framework for Information Literacy for Higher Education*. ACRL is developing resources to assist librarians in using the *Framework*.

Eighty nine institutions responded (2013: 93), of which 33 or 37% said they did integrate these information literacy principles within the undergraduate law curriculum (2013: 46 or 49.5%). Of those institutions that did, 26 or 79% (2013: 37 or 80%) embedded the principles within a law course whilst 7 or 21% (2013: 9 or 20%) embedded them within a generic information literacy programme.

These questions were first posed in 2005. The results for 2015 show an overall decrease (compared with 2013) in the number of institutions integrating information literacy principles within the law undergraduate programme.

15   Overseas links

At the request of BIALL, questions were asked for the fourth time to explore whether institutions provided law courses overseas and, if so, the nature of the support the UK-based library and information service was required to provide to the overseas organisation and its students.

Of the 89 institutions which responded 22 or 25% (2013: 20 or 21.5%) did provide law courses overseas, either by means of a partnership with an overseas institution or by franchise. They were 6 old universities (2013: 8) and 16 new universities (2013: 12). The courses offered by respondents were located in 23 countries (2013: 19): The following countries were mentioned: France, Greece and Hong Kong (4 respondents each); China, Cyprus, Mauritius and Spain (2 respondents each); Australia, Bangladesh, Germany, Ghana, Guernsey, Ireland, Netherlands, Pakistan, Singapore, Sri Lanka, Switzerland, Trinidad, USA, Uzbekistan and Vietnam (all one each).

None of the institutions aimed their courses at pre-degree level (2013: 0). Fourteen focused on undergraduate courses (2013: 13) and 13 on postgraduate level courses (2013: 9) and 1 specifically at PhD level courses (2013: 1).

The most frequent type of support provided by library and information staff was providing email support for overseas registered students in finding resources (11 respondents. 2013: 11), providing access to new electronic resources (9 respondents. 2013: 7), providing technical assistance to overseas library and information staff (8 respondents. 2013: 7), creating lists of materials to be purchased by the overseas institution (5 respondents. 2013:

6), purchasing and shipping out new print materials (5 respondents. 2013: 2) and setting up a subscription to new electronic materials (4 respondents. 2013: 3).

Other forms of support included production of online guides and video tutorials on legal research skills, onsite library resource training, online course-specific training materials, telephone support and providing academic skills via online means. Six institutions provided no support at all (2013: 7).

16   Other activities

For the second time the survey questionnaire asked respondents about the contribution of their library staff to other law library activities such as creating web subject and research guides; providing content for law library web pages, social networking sites and web portals or gateways; and writing published articles. Eighty nine respondents answered the questions in this final section (2013: 93).

The following graph compares these five other activities undertaken by law library staff in old and new universities.
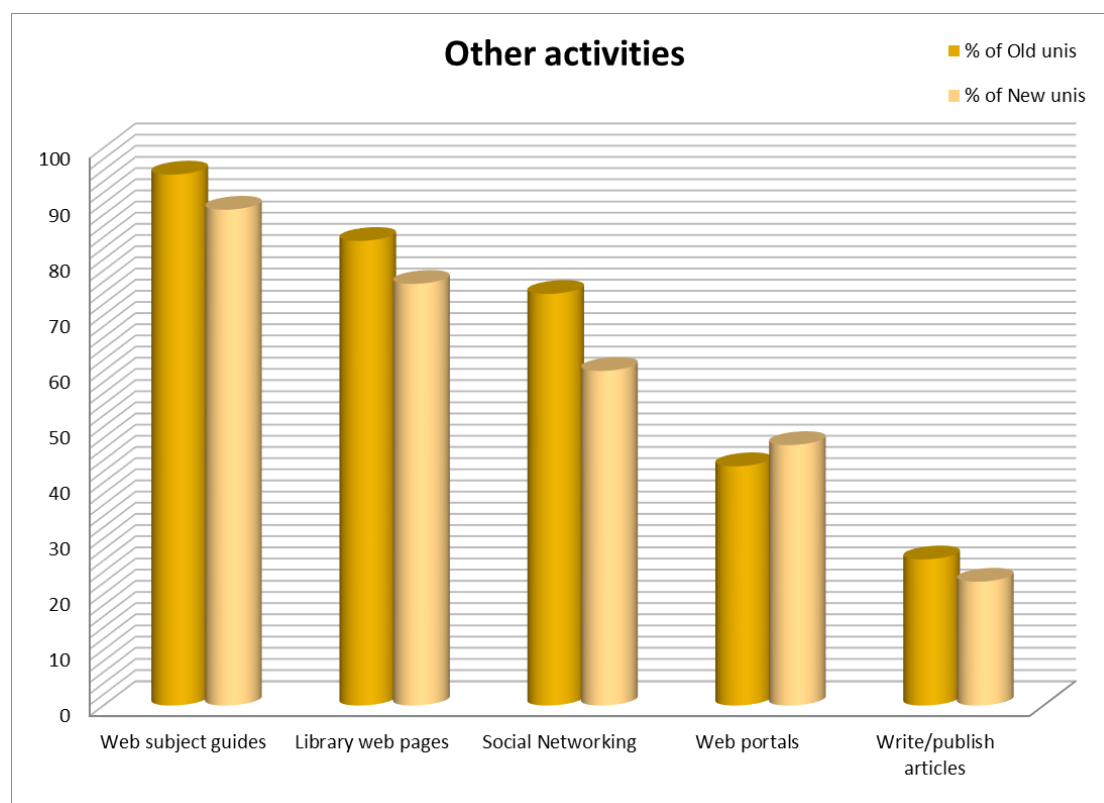
Graph 6: Other activities undertaken by law library staff

16.1   Contribution to creating web subject and research guides

In 82 libraries or 92% of respondents (2013: 83 or 89%), law library staff created web subject and research guides. Of these 82 libraries, 40 were old universities or 95% of the total number of responding old universities. Forty were new universities or 89% of the total number of responding new universities, and 2 were other institutions.

16.2   Provide content for law library web pages

In 70 libraries or 75% of respondents (2013: 74 or 80%), law library staff provided content for their law library web pages. Of these 70 libraries, 35 were old universities or 83% of the total number of responding old universities. Thirty-four were new universities or 76% of the total number of responding new universities, and 1 was an "other" institution.

16.3   Provide content for library social networking sites

In 60 libraries or 65% of respondents (2013: 52 or 56%), law library staff provided content for the library social networking sites. Of these 60 libraries, 31 were old universities or 74% of the total number of responding old universities. Twenty seven were new universities or 60% of the total number of responding new universities, and 2 were "other" institutions.

16.4   Provide content for web portals or gateways

In 40 libraries or 43% of respondents (2013: 35 or 38%), law library staff provided content for web portals or gateways. Of these 40 libraries, 18 were old universities or 43% of the total number of responding old universities. Twenty one were new universities or 47% of the total number of responding new universities, and 1 was an "other" institution.

16.5   Write published articles

In 22 libraries or 25% of respondents (2013: 31 or 33%), law library staff wrote published articles. Of these 22 libraries, 11 were old universities or 26% of the total number of responding old universities and 10 were new universities or 22% of the total number of responding new universities, and 1 was an "other" institution.

In summary, therefore, the most popular other activities in both old and new universities continue to be, firstly, creating web subject and research guides, followed by providing content for law library web pages, providing content for social networking sites and providing content for web portals or gateways. Writing published articles continues to be the least popular other activity.

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Appendix

List of the 93 academic law libraries in the UK and Ireland that returned a completed 2014/2015 survey questionnaire

Aberdeen University

Abertay University

Aberystwyth University

Anglia Ruskin University

Aston University

Bangor University

Bedfordshire University

Birkbeck, University of London

Birmingham City University

Birmingham University

Bodleian Law Library (Oxford University)

Bolton University

Bournemouth University

BPP University

Bradford College

Brighton University

Bristol University

Brunel University

Buckingham University

Canterbury Christ Church University

Cardiff University

Central Lancashire University

Chester University

City University

Coventry University

Cumbria University

De Montford University

Derby University

Dublin Business School

Dundee University

Durham University

Edge Hill University

Essex University

Exeter University

Gloucestershire University

Greenwich University

Heart of Worcestershire College

IALS (Institute of Advanced Legal Studies)

KCL (Kings College London)

Keele University

Kent University

Kingston University

Lancaster University

Leeds Beckett University

Leicester University

Limerick University

Lincoln University

Liverpool John Moores University

London Metropolitan University

London South Bank University

LSE (London School of Economics and Political Science)

Manchester Metropolitan University

Newcastle University

Northampton University

Northumbria University

Nottingham Trent University

Nottingham University

Oxford Brookes University

Plymouth University

Portsmouth University

Queen Mary and Westfield College

Queen's University Belfast

Reading University

Robert Gordon University

Salford University

School of Oriental and African Studies

Sheffield Hallam University

Sheffield University

South Wales University

Southampton Solent University

Southampton University

Squire Law Library (Cambridge University)

St Mary's University College

Staffordshire University

Stirling University

Strathclyde University

Sunderland University

Surrey University

Sussex University

Swansea University

Teesside University

UCC (University College Cork)

UCL (University College London)

UEA (University of East Anglia)

UEL (University of East London)
Ulster University
University of Law
University of Leeds
University of Wolverhampton
UWE (University of the West of England)
Warwick University
Westminster University
York University