

# Library Life Pulse

Understanding your students' library experiences



University of Manchester Library  
Library Life Pulse – Year 1 (2017/18)  
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# Executive summary

## 1.0 Executive summary

### 1.1 Introduction and methodology

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- In 2017, the University of Manchester Library joined Alterline's Library Life Pulse, a research project that will allow it to understand and track students' interactions with, and perceptions of, the Library over the next three years.
- The Library Life Pulse builds on the Library's previous 'Know Your Customer' research. This Pulse report outlines the findings from a questionnaire completed by 1,153 students in November and December 2017.

### 1.2 Overall perceptions of the Library

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- Students are generally positive about, and satisfied with, the University of Manchester Library.
- However, the Net Promoter Score has fallen by four points since 2016, led by an increase in detractors.
- 11% of students would not say they are satisfied with the Library overall.

### 1.3 Library impact on student life

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- Key areas of library impact that correlate with overall satisfaction are 'the Library has helped me succeed on my course' and 'the Library has a positive impact on my wellbeing'.
- 78% of students feel the Library has helped them succeed on their course.
- 57% of students feel the Library has a positive impact on their wellbeing, but more than one in 10 actively disagree with this statement.
- 50% of students feel the Library helps them feel part of a community of staff and students, which is a new National Student Survey (NSS) question set measure that universities perform poorly against nationally.
- 37% of students feel using the Library helps them become more employable, a critical issue for students, and the Teaching Excellence Framework.

### 1.4 Study space and facilities

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- Many students perceive the availability of suitable study space as a problem, especially in the Alan Gilbert Learning Commons, although it remains an issue in the Main Library.
- Satisfaction with the availability of study space seems to be a key driver of satisfaction with the Library overall.
- In the Main Library, satisfaction is below 65% for most facilities (e.g. toilets, drinking water, plug sockets, places to buy food etc.).
- Facilities in the Alan Gilbert Learning Commons scored higher at around 70%-80%.

## 1.5 Awareness and use of Library services

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- As expected, the Library services that most students have used are Library Search (90%), computers (85%), borrowing books (84%), printing photocopying and scanning (83%) and study space (without a computer) (81%).
- Services with lowest levels of awareness include inter-library loans and special collections.

## 1.6 Accessing materials

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- 86% of students think that the Library has the right resources for their course, but 14% do not agree.
- Just 72% of students feel it is easy to find printed books and journals in the Library. Difficulties include using Library Search but, more commonly, navigating the Library and finding books on the shelves.
- 78% of students agreed it is easy to access e-books, e-journals and databases. Difficulties include being able to access only a small portion of the resource, off-site login, and using Library Search.

## 1.7 Customer service

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- 86% agree it is easy to access help and support when in the Library buildings; an increase of 6% points from 2016.
- Fewer students (72%) agree it is easy to access help when using Library services online, although this has improved significantly from 2016.
- Importantly, only 58% of students who described themselves as having a disability agree it is easy to access Library help and support online.
- Overall perceptions of Library staff are positive. However, there is room for continued improvement in the visibility of staff across Library spaces.
- There is lower awareness of online webform, live chat and SMS enquiry channels. Webforms and SMS also have lower levels of satisfaction.

## 1.8 Communications

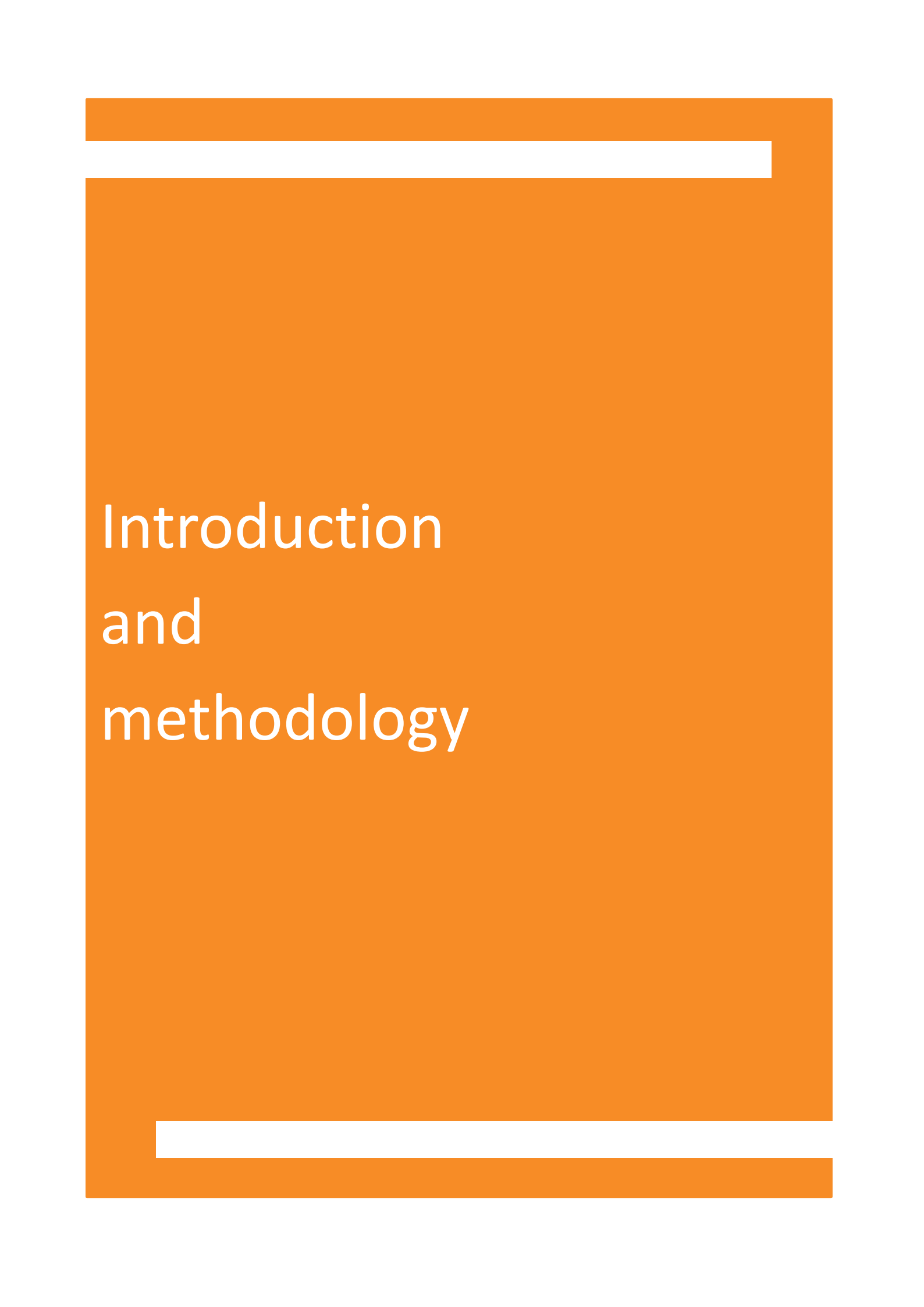
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- Just 74% of students are satisfied with Library communications, and fewer (63%) agree communications are relevant.
- Satisfaction with the Library website is relatively high but not as high for email communication.
- Around three-quarters of students were neither satisfied nor dissatisfied with social media, indicating a lack of awareness and engagement.
- Qualitative discussions suggest that social media needs to offer a more direct benefit to students for them to engage/follow.

## 1.9 Study skills

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- Just 49% of students agree the Library has helped them develop the skills required for their studies.
- Overall, awareness of different training services has increased from 2016, but there remain large numbers of students who are not aware.
- Uptake of training and skills services ranges from 9% to 18%, depending on the channel. The exception is for online skills courses embedded in the VLE, where the number increases to 40%.
- Satisfaction among people who have used training and skills services is relatively high.
- Qualitative discussions suggest that student unawareness of the content/benefits of My Learning Essentials is a key barrier to participation.



# Introduction and methodology



## 2.0 Introduction and methodology

### 2.1 Introduction

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In 2017, the University of Manchester Library joined Alterline's Library Life Pulse, a research project that will allow it to understand and track students' interactions with, and perceptions of, the Library over the next three years, helping to improve students' University experiences.

The Library Life Pulse is the latest stage in the University of Manchester Library's research into students' experience. In 2013, as part of a three-year strategy, the Library commissioned Alterline to undertake market research to understand its customers better (Know Your Customer). Know Your Customer continued annually until 2016.

This report outlines the findings from the first Library Life Pulse, taken in November and December 2017. Where possible, charts have been included in this report from 'Know Your Customer' to allow for comparison.

### 2.2 Methodology

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#### Student survey

A new student questionnaire was designed for Library Life Pulse. This included core questions that can be benchmarked in the future against results from other libraries, alongside questions tailored specifically to the University of Manchester Library. The survey is slightly improved from the one used in Know Your Customer over 2013-2016. However, where questions are similar, we have included charts to allow for comparison. Please use caution when comparing these charts, as the wording of the questions and position in the survey does vary. In addition, a street team was used to collect some of the Know Your Customer data in 2013 to 2016. However, no street team data collection was conducted for the Library Life Pulse fieldwork in 2017.

The survey ran from 8 November to 11 December 2017, and was promoted by the University of Manchester Library online, with 1,153 students taking part (see Appendix for information on the demographic make-up of the sample).

#### Benchmarks in the future

Core questions that we hope will be benchmarked in the future against results from other Library Life Pulse partners include:

- I feel part of a community of staff and students.
- Overall, how satisfied or dissatisfied are you with your University Library?
- What three words would you use to describe the University Library?
- My use of the Library is making me more employable.
- The Library has helped me succeed on my course/research degree programme.
- The Library has a positive impact on my wellbeing.
- The Library has a positive impact on my social experience at University.
- The Library helps me to feel part of a community of staff and students.
- It is easy to access help and support when I am using Library services online.

- It is easy to access help and support when I am in the Library building(s).
- The Library offers relevant training and skills support for students.
- The Library has helped me to develop the skills I need for my studies.
- I am satisfied with how the Library communicates with me.
- The Library's communications are relevant to me.

### Storytelling

Students participated in a storytelling task, in which they were asked to upload one picture of something they love about the Library, and one picture of something they hate about the Library. They were then asked to explain what they revealed to us in these photographs. A total of 25 students completed this task.

### Online discussion groups

Following the survey, we conducted three online discussion groups, where we explored key themes and trends from the quantitative student survey. An experienced facilitator moderated these groups, which covered the following three topics:

- the Alan Gilbert Learning Commons (AGLC) (nine students participated in this group)
- social media channels and communications (ten students)
- training and skills support (nine students).

### Quantitative analysis

The quantitative data from the student survey was exported to SPSS (Statistical Package for Social Sciences) where it was quality checked. Frequencies and cross-tabulations were produced, and key questions have been charted and included in this report (Note: percentages in charts are rounded to the nearest whole number and, therefore, may not add up to 100%).

Differences in student responses according to demographic measures were tested, and these are included in the report where they were found to be statistically significant to a level of  $p < 0.05$ .

### Qualitative analysis

Key themes from the online discussion groups were identified, along with supporting verbatim quotes. A similar thematic analysis of open-ended data from the survey and storytelling task was conducted, and quotes and photographs are included throughout this report.

Full research  
findings

## 3.0 Overall perceptions of the Library

### Key summary

- Students are generally positive about, and satisfied with, the University of Manchester Library.
- However, the Net Promoter Score has fallen by four points since 2016, led by an increase in detractors.
- 11% of students would not say they are satisfied with the Library overall.

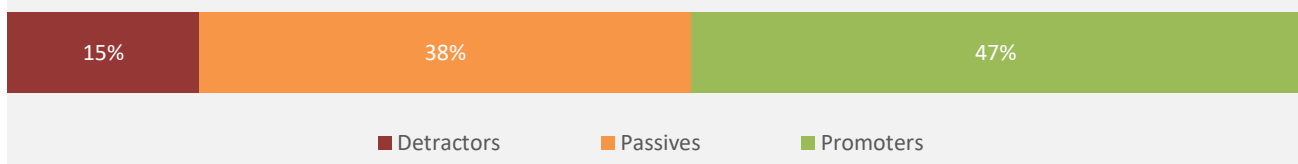
### 3.1 Net Promoter Score

On a scale of 0-10, students were asked how likely they were to recommend the Library to a friend (see Figure 1). The Library achieved a positive Net Promoter Score (NPS) of +32% in 2017. The NPS (which can range from -100% to +100%) is calculated by subtracting the percentage of detractors from the percentage of promoters. To put the Library's score into context, Apple is currently a top scorer with an NPS of +89%, while TalkTalk is currently at -30%.

This question was also put to students in the Know Your Customer surveys 2013 to 2016. In 2016, the NPS was +36%. The overall score has fallen by four percentage points in 2017. While the percentage of promoters has remained stable, the percentage of detractors has increased. Although the detractors are a small minority, such relatively unhappy customers could damage the Library brand through negative word-of-mouth.

**Figure 1: Net Promoter Score**

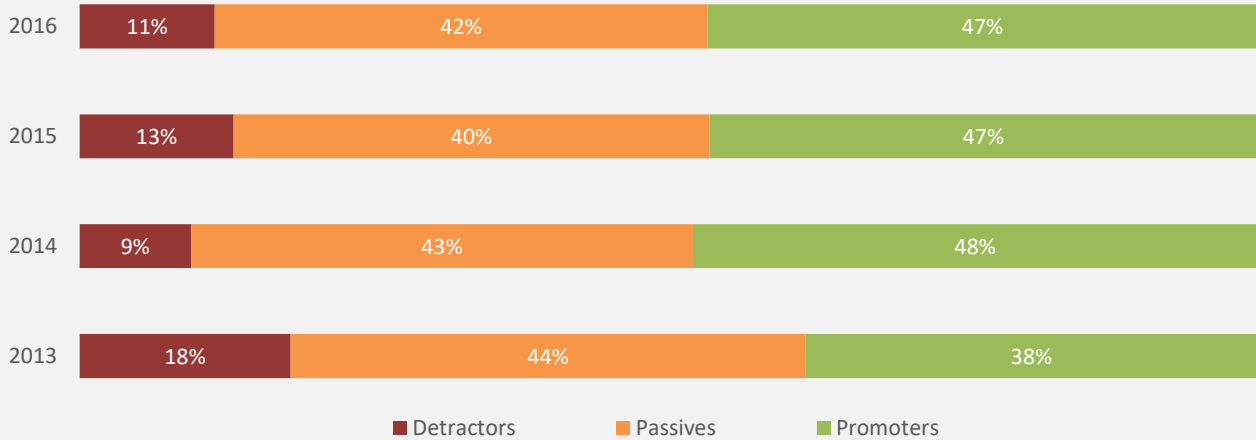
On a scale of 0 to 10, where 0 is not at all likely and 10 is very likely, how likely would you be to recommend the library to a friend?  
Base: All respondents LLP 2017 (1153)



**Figure 2: Net Promoter Scores 2013 to 2016 from the Know Your Customer surveys**

On a scale of 0 to 10, where 0 is not at all likely and 10 is very likely, how likely would you be to recommend the library to a friend or colleague?

Base: All respondents from Know Your Customer : 2013 (1445) 2014 (1004) 2015 (127)



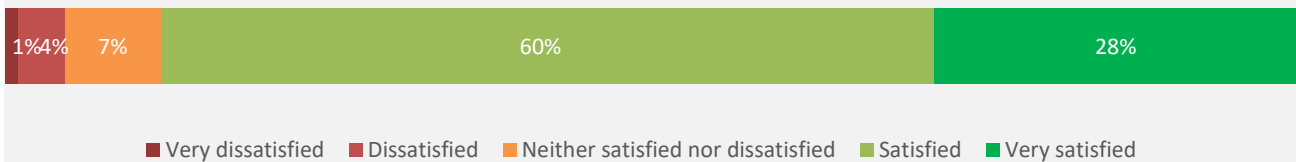
### 3.2 Overall satisfaction

As illustrated in Figure 3, 88% of students expressed satisfaction with the Library, and 28% were very satisfied. However, 5% of students were actively dissatisfied, and 7% were neither satisfied nor dissatisfied; thereby indicating that, for 11% of students, the Library could be improved.

**Figure 3: Overall satisfaction**

Overall, how satisfied or dissatisfied are you with your University library?

Base: All respondents (1153)



Demographic analysis revealed a minor variation in overall satisfaction between different student groups. However, there were larger and statistically-significant differences between undergraduate and postgraduate taught students, and the Biology, Medicine and Health and Humanities faculties.

**Table 1: Demographic group differences in overall satisfaction**

Undergraduate	Postgraduate taught students
89%	83%
Biology, Medicine and Health faculty	Humanities faculty
92%	86%

### 3.3 Top of mind perceptions

Students were asked to give three words they would use to describe the University of Manchester Library. The word cloud in Figure 4 presents the most commonly-used words. The size of the word in the cloud relates proportionately to the number of times it was used by students.

Most of the words used were positive; for example, resourceful, useful, helpful, friendly and convenient. A few relatively neutral words referred to the Library's size; for example, big, vast, large, huge, spacious and extensive). However, words such as busy and crowded were also used, which suggests that availability of space is an issue for some students.

When students described the Library as quiet and peaceful, it is likely they were referring to spaces such as the Main Library (ML), rather than the Alan Gilbert Learning Commons. The latter is likely to have been one of the main sources of the words busy and crowded (see section 5.1).

The words old and modern were both used by students, although modern more so than old. This perhaps reflects the diverse types of spaces that the Library offers. A few students described the Library as cold, as raised by one student in the storytelling task.

*Figure 4: Words students would use to describe the University of Manchester Library*



## 4.0 Library impact on student life

### Key summary

- Key areas of Library impact that correlate with overall satisfaction are ‘the Library has helped me succeed on my course’, and ‘the Library has a positive impact on my wellbeing’.
- 78% of students feel the Library has helped them succeed in their course.
- 57% of students feel the Library has a positive impact on their wellbeing, but more than one in 10 actively disagree with this statement.
- 50% of students feel the Library helps them feel part of a community of staff and students, which is a new NSS measure that universities perform poorly against nationally.
- 37% of students feel using the Library helps them become more employable, a critical issue for students, and the Teaching Excellence Framework.

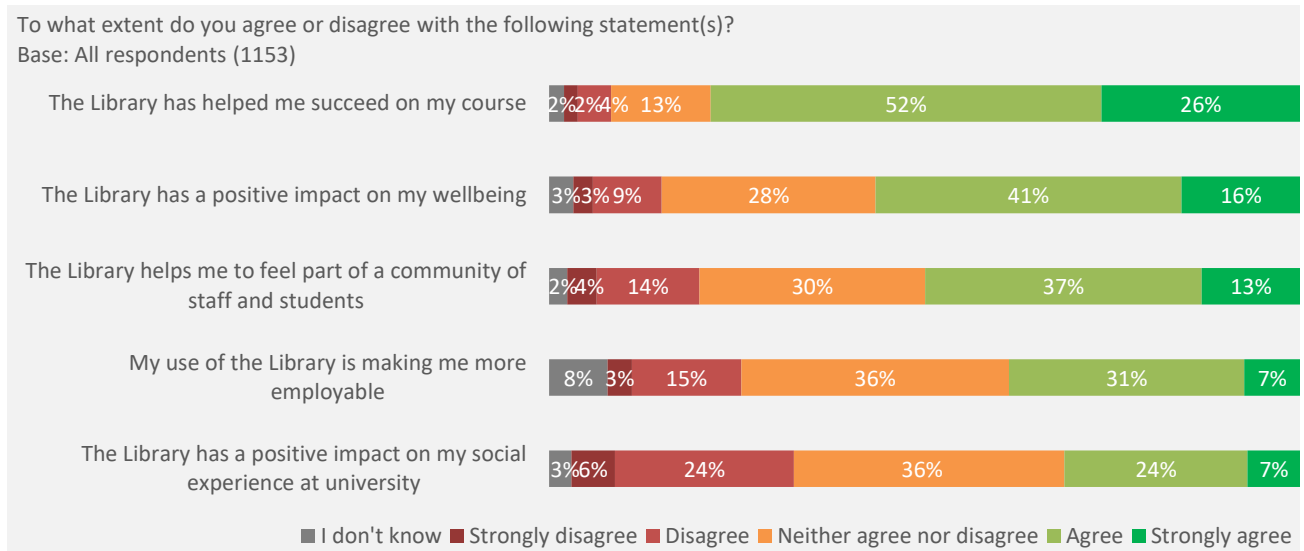
### 4.1 The Library’s impact on other areas of University life

Students were asked about the Library’s impact on five aspects of their University life (see Figure 5). These student life measures have been identified as key areas of the University experience that matter most to students. It is important to understand the impact the Library has on these aspects of students’ lives.

When we examined which of these measures correlate most with overall Library satisfaction (see 3.5), the strongest correlation was with the statement ‘the Library has helped me succeed on my course’ followed by ‘the Library has a positive impact on my wellbeing’ (see section 4.2).

Focussing on these two measures:

- 78% of students feel the Library has helped them succeed on their course and this is the area of greatest Library impact. However, this leaves around one in five students who do not feel this way.
- Similarly, 57% of students feel the Library has a positive impact on their wellbeing. However, around one in 10 (12%) students actively disagree with this statement.

**Figure 5: Library impact on University life**

There is a relatively even split between students who feel the Library does or does not help them feel part of a community of staff and students. This question features in the new NSS question set (NSS Q21), and is an area nationally in which universities have performed less well. It is useful to note that the Library is contributing to this measure for 50% of students.

'Community' can be linked in part to social lives, with one in three students seeing a positive role for the University library in their social experience at University. However, this does not account for the 50% of students who agreed with the community statement, which suggests the 'library community' is more than a space in which to socialise.

We know from previous research that employability is a top priority for students and a key motivation in deciding to attend University. For future reference, better understanding of how students feel the Library can have a positive impact on their employability could be beneficial; not only to students but also to the University, given that employment outcomes are a key measure of the Teaching Excellence Framework. The Pulse revealed that 38% of students feel their use of the Library is making them more employable.

#### 4.2 Correlation with overall satisfaction

We conducted a correlational analysis to understand which of the student life measures has the strongest relationship with students' overall satisfaction with the Library. Table 2 lists each measure in order of strongest to weakest correlation, and the % of students who say they are satisfied with the Library who agree, or disagree with each impact statement. All the measures are correlated with Library satisfaction.



**Table 2: Relationship of student life impact statement with overall Library satisfaction**

Overall Library satisfaction amongst students who disagree with this student life impact statement	Student life impact statement	Overall Library satisfaction amongst students who agree with this student life impact statement
53%	The Library has helped me succeed on my course	93%
67%	The Library has a positive impact on my wellbeing	95%
74%	My use of the Library is making me more employable	95%
73%	The Library helps me to feel part of a community of staff and students	93%
80%	The Library has a positive impact on my social experience at University	94%

## 5.0 Study space and facilities

### Key summary

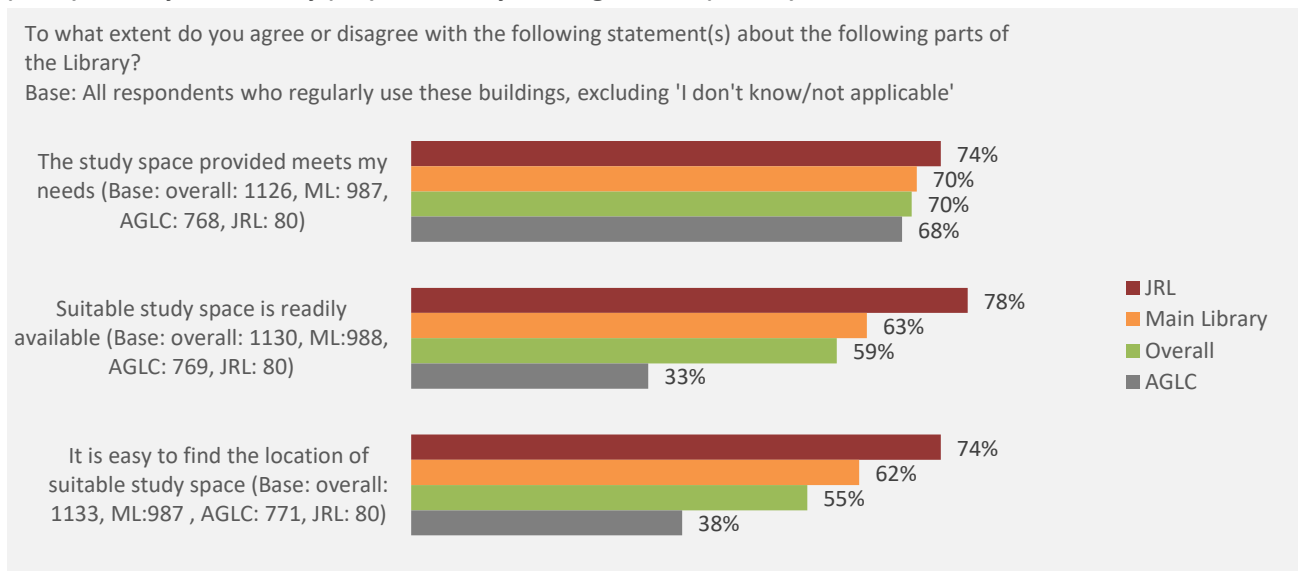
- Many students perceive the availability of suitable study space as a problem, especially in the Alan Gilbert Learnings Commons, although it remains an issue in the Main Library.
- Satisfaction with the availability of study space seems to be a key driver of satisfaction with the Library overall.
- In the Main Library, satisfaction is below 65% for most facilities (e.g. toilets, drinking water, plug sockets, places to buy food etc.).
- Facilities in the Alan Gilbert Learnings Commons scored higher at around 70%-80%.

### 5.1 Access to suitable study space

Students were asked several questions about the availability and accessibility of suitable study space in the Main Library, the Alan Gilbert Learnings Commons, the John Rylands Library (JRL) and the Library buildings. Figure 6 illustrates the percentage of students who have used these buildings and agree that:

- the study space provided meets their needs
- suitable study space is readily available
- it is easy to find the location of suitable study space.

**Figure 6: Perceptions of finding suitable study space in the Main Library (ML), Alan Gilbert Learning Commons (AGLC), John Rylands Library (JRL) and Library buildings overall (overall)**



The John Rylands Library received the highest scores from students. The study space in this building meets users' needs and is readily available and easy to find, to a greater extent than in the other Library buildings examined. However, only around 7% of respondents had used the John Rylands Library.

Conversely, the Alan Gilbert Learnings Commons – which had been used by 67% of respondents – received the lowest scores from students for all three statements. Most students (68%) feel that the study space in

the Alan Gilbert Learnings Commons meets their needs, which suggests that the availability of space is the main problem (just 33% agree).

*“On days near to deadlines or in between lectures, I feel that the amount of time I spend looking for a space [in the Alan Gilbert Learnings Commons] does impact on my study, as I only have a limited time.” – Online discussion group*

86% of respondents had used the Main Library and, of these, 70% said that the study space there meets their needs. Only 63% of users of the Main Library feel that there is suitable study space available and that it is easy to find. This suggests that, although availability of space is less of a problem in the Main Library than in Alan Gilbert Learnings Commons, it is still an issue.

## 5.2 The popularity of the Alan Gilbert Learnings Commons

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When asked about Alan Gilbert Learnings Commons in the online discussion group, students were very positive about its modern facilities, such as 24/7 access, charging, the café, coffee machines, water fountains, group study pods and modern technology. Participants described the Commons as ‘relaxing’, a ‘good place to concentrate’, ‘innovative’, ‘modern’, a ‘high-quality study space’ and ‘convenient for location’.

Another key factor is that the Alan Gilbert Learnings Commons offers much more natural light than the Main Library, which students sometimes describe as dark. This provides some insight into what makes the Commons such a popular place to study despite the limited space.

*“A bright, airy workspace with a vibrant modern feel. Hard to find a seat though. Definitely, the place to go if you need to get in the frame of mind to work, lots of things to facilitate it like charging points, laptops, 24/7 coffee machines, water fountains, nice views.” – Online discussion group*

*“The main part is the aesthetics of the study space in the Alan Gilbert Learnings Commons. I prefer the look and feel and the layout of the building. The [Main] Library is good to study in too but at times seems a little bleak and in some spaces, there is an absence of natural light which I feel is a prerequisite to a good study area for me.” – Online discussion group*

Students who like to study in Alan Gilbert Learnings Commons will wait for spaces to become available and use any small amount of space they can find. They will eventually relocate if finding a space proves impossible but will try their best to find a space first, which can eat into important study time.

*“It’s a struggle to find rooms at times both on the day and online (unless booking well in advance). It’s also difficult to find a seat on a couch depending on the time of day, but I usually just sit on the window sills which are for the most part free. I’d obviously prefer a couch (near a socket), but the window sills are fine to work at too. I don’t mind them as there’s a socket nearby and I like the natural light.” – Online discussion group*

Students like the idea of the system that tells them about ‘free PCs’. However, they feel that it does not always work because it does not take account of students taking up spaces with laptops or saving a work space with their belongings.

*“Screens on landings on each floor show how many PCs are supposedly free, but the numbers are skewed (e.g. by people using laptops at PC spots, making the PC unusable by others) and the numbers don't make it any easier to find where those PCs are.” – Online discussion group*

### 5.3 Feedback on space and areas for improvement

Availability of suitable study space is a problem for University of Manchester students. As seen in section 3.2, students often used words such as busy and crowded to describe the Library. Moreover, when students were asked in the survey what the Library could do to improve its buildings and study spaces, the most common theme to emerge was the need for more space.

#### More space

Students would like more space for individual and group study, and computer space, and believe that the Library does not have sufficient space to cater to all its students. This issue is particularly prevalent during busy periods where students feel they need to arrive early to secure a space.

*“The Library needs an extension for more study spaces, if I attend early in the morning from 9am it is easy to find a space however if I come after a seminar or lecture at around 11am or 12pm it is difficult to find spaces.” – Open-ended survey response (Humanities, female, undergraduate)*

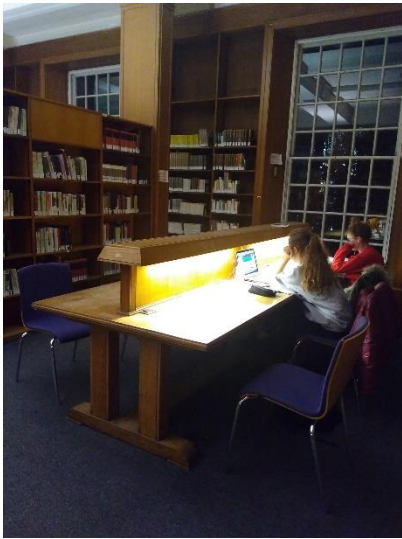
Students did provide some positive feedback about the Alan Gilbert Learnings Commons and the types of space it offers. However, they felt that there is a need for more space and a greater variety of learning spaces.

*“Build another learning commons. The Alan G building is absolutely fantastic. It provides so many ways of learning in terms of seating and availability of PCs, but there is just one tiny problem which is that it's very popular, so it is very difficult to find a space in there, but the facilities are great! Another one is the way forward, so more people are able to benefit.” – Open-ended survey response (Science and Engineering, male, undergraduate)*



*“It is always very crowded and in most cases, you can't find a seat! I have to arrive at times earlier than 8:30am in the morning to reserve a seat. When I have courses and then come back I can't find a seat and need to study somewhere else where I don't find it as comfortable.” – Storytelling task*

## The importance of a variety of spaces



The storytelling task also indicated that having a variety of the types of spaces available is important to students. Students were positive about this aspect of the Library. They like the fact that they can find both peaceful areas to study, which aids concentration as they complete their assignments, and spaces in which they can talk in groups or chat with their friends, depending on the type of work they are doing.

In the Main Library, students were positive about the Blue 2, Purple and law library sections as they provide a 'study-friendly' environment with 'subtle lighting'.

### Student behaviour

Students' concerns about the limited study area are exacerbated when space is not used respectfully. Seeing unused spaces with belongings left behind and students using laptops at computer desks are sources of frustration when study space is lacking. A small number of students suggested more booking systems for spaces.

*"Be more proactive with people leaving their things unattended when they go to seminars/lectures - especially if over one hour i.e. have time limit/monitors so other people can use the computer/desk in this time - have warnings/a penalty in place to deter people from 'saving' their space for over one hour etc. Make sure to remind people/monitor the noise levels in study areas as it distracts other users." – Open-ended survey response (Humanities, female, undergraduate)*

*"It's really annoying when people sit at the computers in the Ali G when they are using their laptop, so maybe some signs asking people to be respectful and allow people who need computers to sit there when there are loads of spaces free without computers." – Open-ended survey response (Humanities, female, undergraduate)*

*"Allow students to book computer space on the morning of the day they need it. I commute from home, so it's not really safe for me to bring a big laptop and charger into University, so if spaces opened up from 9am or something, and I could select the time in the day I need it, that would be helpful." – Open-ended survey response (Humanities, female, undergraduate)*

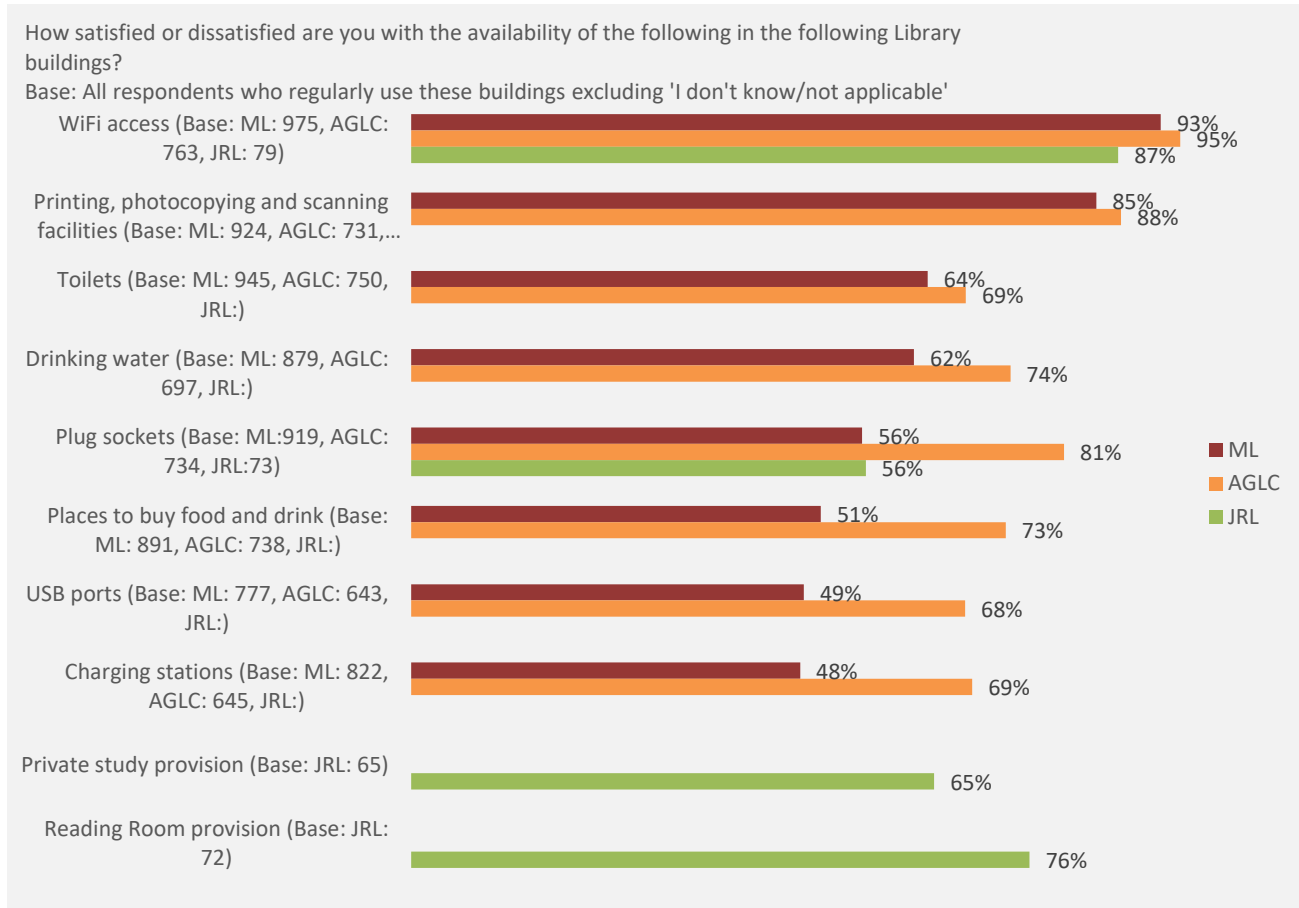
A couple of complaints about noise levels in certain areas of the Library also emerged from the storytelling task, with one student suggesting that there should be more places that are allocated for discussion and conversation.

## 5.4 Facilities

Users of the Main Library, the Alan Gilbert Learnings Commons and the John Rylands Library were asked how satisfied or dissatisfied they are with the availability of several library facilities (Figure 7).

Please note only users of the Main Library and the Alan Gilbert Learnings Commons were asked about printing/photocopying/scanning facilities, toilets, drinking water, places to buy food and drink, USB ports and charging stations, and only users of the John Rylands Library were asked about private study and Reading Room provision.

**Figure 7: Satisfaction with availability of facilities in the Main Library, Alan Gilbert Learnings Commons and John Rylands Library**



The availability of WiFi access received the highest satisfaction scores in all three Library buildings. Across all facilities, the Alan Gilbert Learnings Commons outperforms the Main Library (and, where relevant, the John Rylands Library). In the Main Library, satisfaction is below 65% for most facilities, compared with the Alan Gilbert Learnings Commons which scored around 70%-80%. Main Library facilities may be bringing down overall perceptions of the Library.

The facilities in the Alan Gilbert Learnings Commons that received the lowest scores (though still higher than those for the Main Library) and where there may be room for improvement were USB ports, charging stations and toilets.

In the John Rylands Library, more students were satisfied with Reading Room provision (76%) than with private study space provision (65%). Meanwhile, only 56% (the same figure as in the Main Library) were satisfied with the availability of plug sockets (much lower than the satisfaction level for Alan Gilbert Learnings Commons).

## 5.5 Feedback and areas for improvement

### Facilities (plugs, water fountains and toilets)

Reflecting the above findings, when asked in the survey what one thing the Library could do to improve the buildings and spaces, students identified basic facilities such as the water fountains, toilets and plug sockets. They would like more of them and would like the toilets and water fountains to be serviced more regularly. In the storytelling task, students talked again about improving toilets and water fountains and increasing their number.

*“Renovate the toilets, they're a bit gross. Build more as well; it's a long walk to get from red to blue for the toilet etc. More plugs, I appreciate that might not be so easy, but during exam time it's hard to find a space with a plug” – Open-ended survey response (Biology, Medicine and Health, male, undergraduate)*

*“Have more water fountains around the Library. When there are many people using it, the flow of water gets really slow, and I have to go to different floors sometimes, even a different building to refill my bottle.” – Open-ended survey response (Humanities, female, undergraduate)*

### Food and drink

Students also said they would like to see improvements to the food and drink facilities provided. They felt there should be more places to purchase affordable food, as queues can be long during peak periods.

Other students would like amenities such as microwaves and hot water to be provided, as well as being permitted to eat in the Library or have designated areas for eating.

*“Provide hot water and microwave facilities so that students do not have to sneak out and buy food.” – Open-ended survey response (Biology, Medicine and Health, female, undergraduate)*

### Maintenance/cleanliness of spaces

In the storytelling task, several students uploaded photographs illustrating the poor maintenance of study spaces, citing this as an aspect of the Library they do not like. They highlighted problems such as chewing gum under desks, scuff marks on the walls, dirty sofas, unused empty book shelves and broken machines. Between them, the 25 students who took part in the task shared five photographs of this nature.



*“To come to an environment where I'm not trusted with food or drink, (where I am at work) is incredibly confusing. It'd be really nice to be treated as an adult within this institution instead of some pseudo-adult and student.” – Storytelling task*

*“You can't get free boiling water to add to your cup of coffee. Why can't we bring our own instant coffee and save money instead of having to buy a coffee at an extortionate rate? The hot drink has been brought with me because the Library is absolutely freezing. I not only bring a hot flask of coffee but reusable hand warmers, thermals and a hot water bottle.” – Storytelling task*



*“The horrible amount of chewing gum stuck underneath every desk and never cleaned.” – Storytelling task*



*“Scuff marks on the walls from what I can only assume are the tables. Been at the university four years now and pretty sure it has remained like this.” – Storytelling task*

## 5.6 Correlation with overall satisfaction – readily available space or facilities?

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While facilities are important to students, as highlighted above, the availability of a suitable study space is the most important driver of overall satisfaction. Students feeling study space is readily available, meets their needs and is easy to find, correlates more than satisfaction with all other library facilities listed in Figure 5.

Please note this is not the case for study space in the John Rylands Library, as we found no significant correlations between the study space measures for the John Rylands Library and overall Library satisfaction.

Perhaps surprisingly, satisfaction with availability of toilets has the strongest correlation with overall satisfaction with the Library regarding facilities.



## 6.0 Awareness and use of Library services

### Key summary

- As expected, the Library services that most students have used are Library Search (90%), computers (85%), borrowing books (84%), printing photocopying and scanning (83%) and study space (without a computer) (81%).
- Services with lowest levels of awareness include inter-library loans and special collections.

### 6.1 Awareness and use of Library services

We asked students about their awareness and use of various Library services. The responses for each of the 16 services listed are presented in Figure 8. The services with the highest level of awareness are borrowing books, computers and printing/photocopying/scanning – only 1% of students are unaware of these services. At the other end of the scale, inter-library loans (41% not aware) and special collections (40% not aware) have significantly lower levels of awareness than any other services.

The Library services that most respondents have used are Library Search (90%), computers (85%), borrowing books (84%), printing photocopying and scanning (83%) and study space (without a computer) (81%). The services with the lowest usage levels are special collections (8%), iPad and laptop loans (14%), inter-library loans (16%) and training and skills support (17%).

Of the entire sample of 1,153 students, only five had not used any of these Library services, and only one had not heard of any of them.

**Figure 8: Awareness and use of Library services**

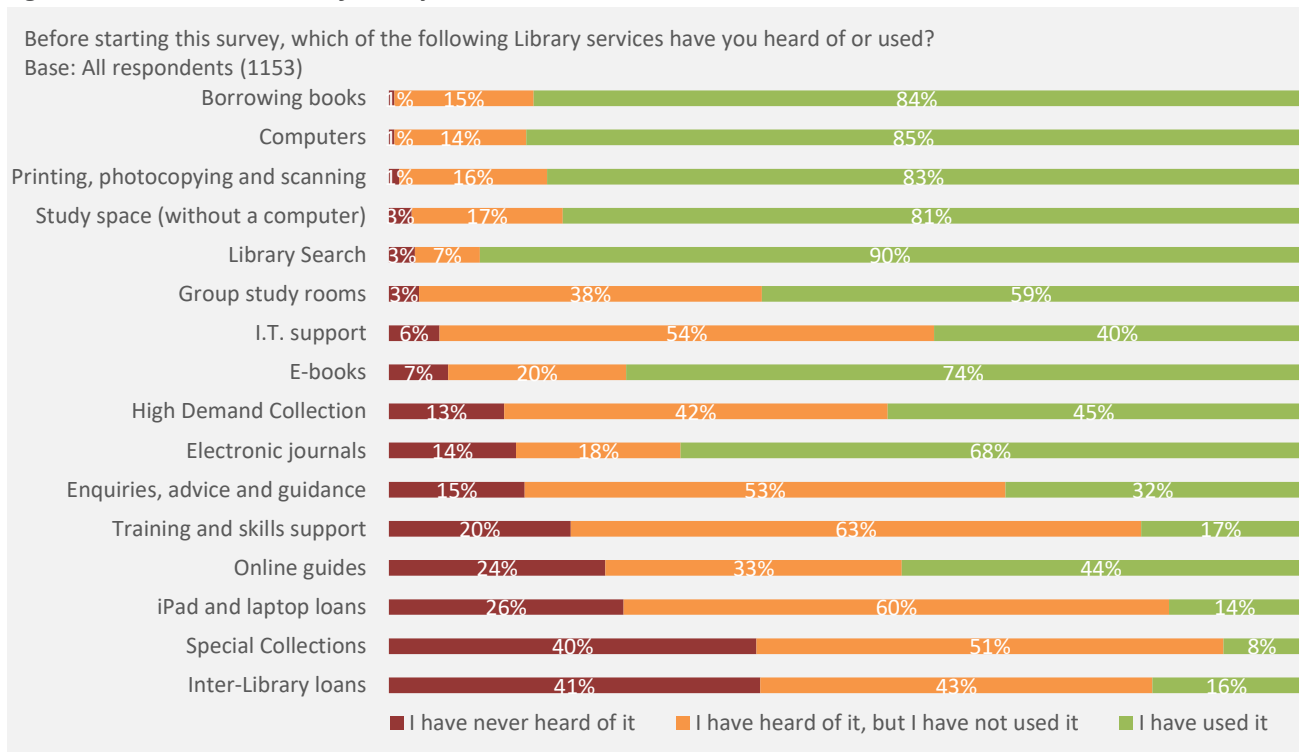
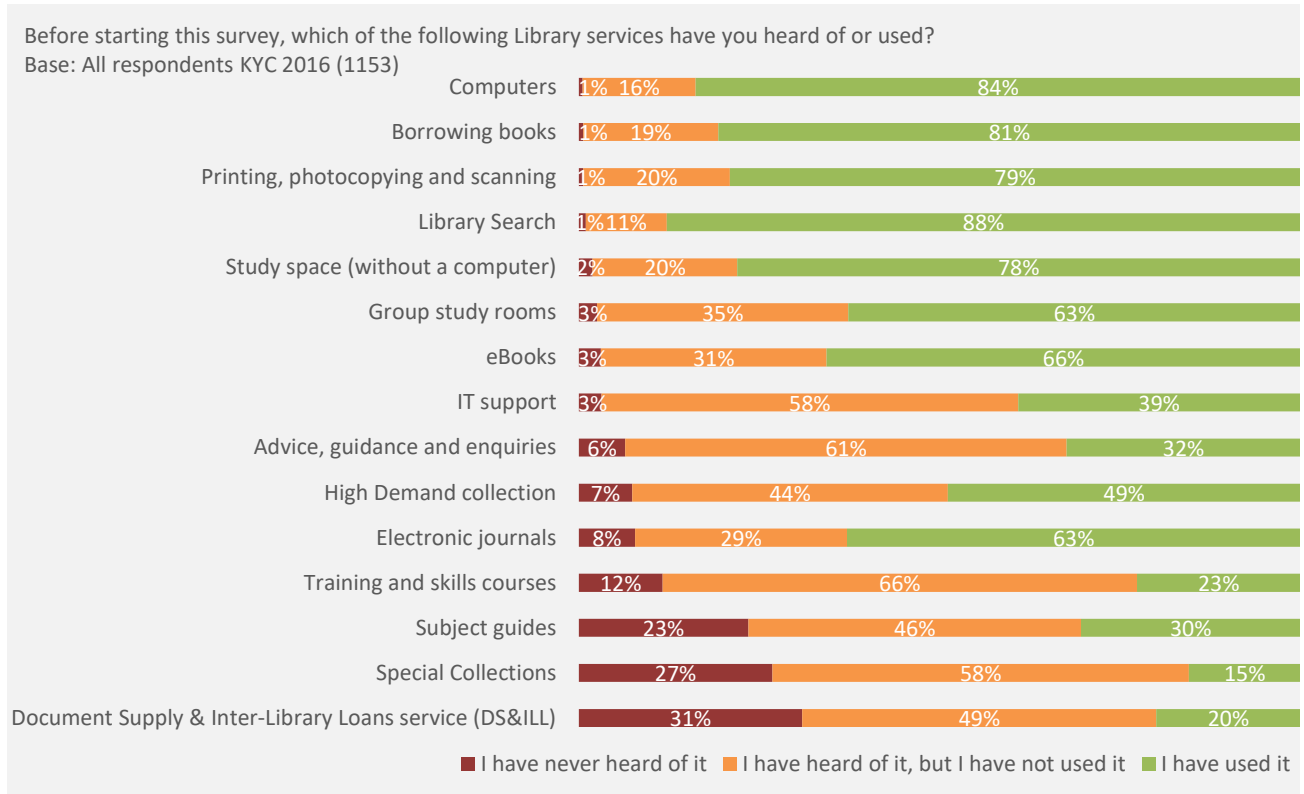


Figure 9 presents the responses to a similar question in the Know Your Customer survey 2016. Answer options were different in this survey and have been recoded to be comparable with Library Life Pulse 2017; therefore, comparisons should be made with caution. Overall, fewer students are aware of the majority of Library services in 2017 compared with 2016; in particular, inter-library loans and special collections.

**Figure 9: Awareness and use of Library services – Know Your Customer 2016**



**NB: The answer options in Know Your Customer 2016 were: 'I have never heard of it', 'I have heard of it, but I am not sure what it is', 'I have heard of it and know what it is but have not used it', 'I have used it but not often', 'I use it regularly'. Answer options have been recoded to enable for comparison with Library Life Pulse 2017.**

Table 3 presents the cumulative percentage of respondents to the 2017 survey who are aware of and have used each service numbered 0 to 16. Most students are aware of the majority of Library services even if they have not used them: 85% are aware of at least 12 of the 16 services, and only 9% of students have used four services or fewer.

**Table 3: Cumulative percentages showing number of services which students are aware of and have used**

Number of services aware of	Cumulative percentage	Number of services used	Cumulative percentage
0-6	1%	0-1	1%
0-7	2%	0-2	2%
0-8	3%	0-3	5%
0-9	6%	0-4	9%
0-10	9%	0-5	16%
0-11	15%	0-6	25%
0-12	23%	0-7	36%
0-13	34%	0-8	50%
0-14	49%	0-9	63%
0-15	70%	0-10	75%
0-16	99%	0-11	85%
		0-12	91%
		0-13	95%
		0-14	97%
		0-15	98%
		0-16	99%

## 7.0 Accessing materials

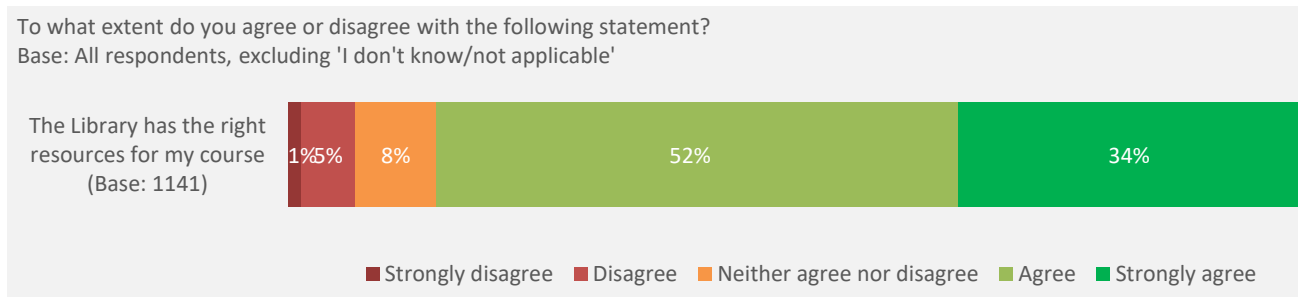
### Key summary

- 86% of students think that the Library has the right resources for their course, but 14% do not agree.
- Just 72% of students feel it is easy to find printed books and journals in the Library. Difficulties include using Library Search but, more commonly, navigating the Library and finding the book on the shelves.
- 78% of students agreed it easy to access e-books, e-journals and databases. Difficulties include being able to access only a small portion of the resource, off-site login, and using Library Search.

### 7.1 Resources for students' courses

86% of students agreed that the Library has the right resources for their course, while 6% disagreed and 8% neither agreed nor disagreed (Figure 10). There were no significant demographic differences according to course type or faculty, which suggests that the Library is catering to different students relatively equally across the board.

**Figure 10: Perception of resources which the Library provided for students' courses**



### 7.2 Accessing printed books and journals

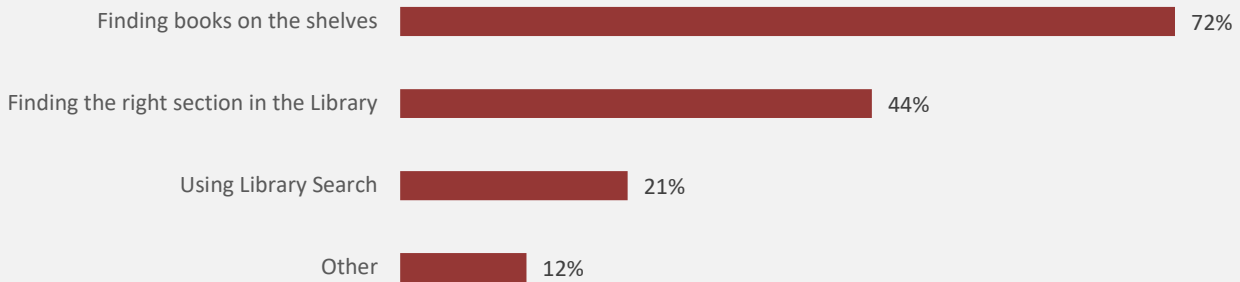
Students were asked whether they find it easy to find printed books and journals in the Library. While 72% of students agreed it is easy, 12% disagreed and 16% neither agreed nor disagreed.

Among students who disagreed (see Figure 11), 21% find Library Search difficult. However, the more common issues appear to be locating the correct section of the Library and finding books on shelves.

The 12% of students who chose an 'other' reason referred to the limited availability of books when asked to explain. Students commented that there were often insufficient copies available or books were already out on loan. In some cases, they felt that the collection for their courses was not large enough.

**Figure 11: Aspects of finding printed books and journals that students find difficult**

You disagreed that it is easy to find printed books and journals. Which aspect(s) do you find difficult?  
Base: Respondents who said they found finding books in the Library difficult (128)



### 7.3 Accessing e-books, e-journals and databases

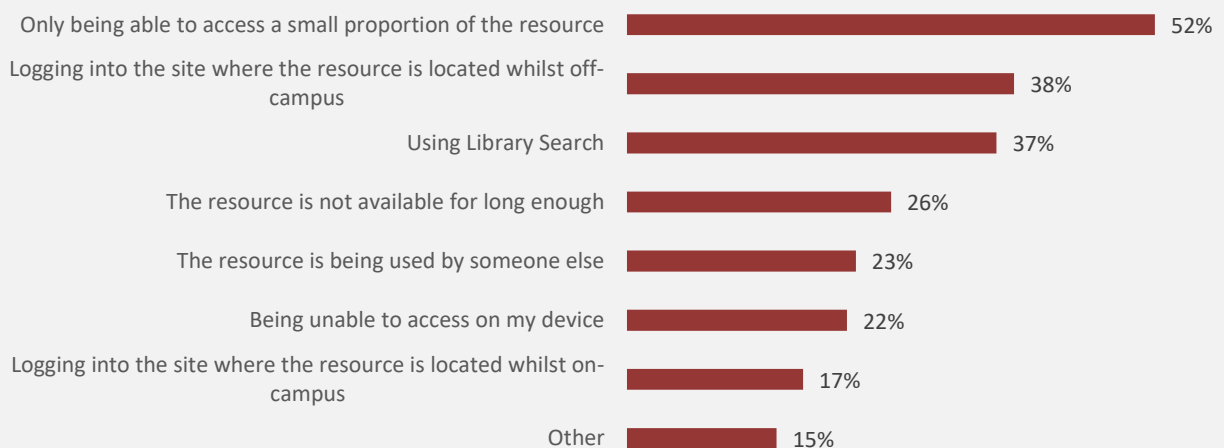
We asked students whether they find it easy to access e-books, e-journals and databases in the Library. 78% of students agreed that this was easy, while 10% disagreed and 11% neither agreed nor disagreed.

The students who disagreed that it was easy to access electronic resources were asked which aspects of this task they find difficult (see Figure 12). The most common difficulty was only being able to access a small portion of the resource, followed by off-site login. 37% also cited using Library Search as an area they find difficult.

When the 15% who selected 'other' were asked to explain further, some students said they did not know how to get online access, while a few felt that the materials they needed were not available online. A small number struggled to find the relevant information when using the search functions.

**Figure 12: Aspects of accessing e-books, e-journals and databases that students find difficult**

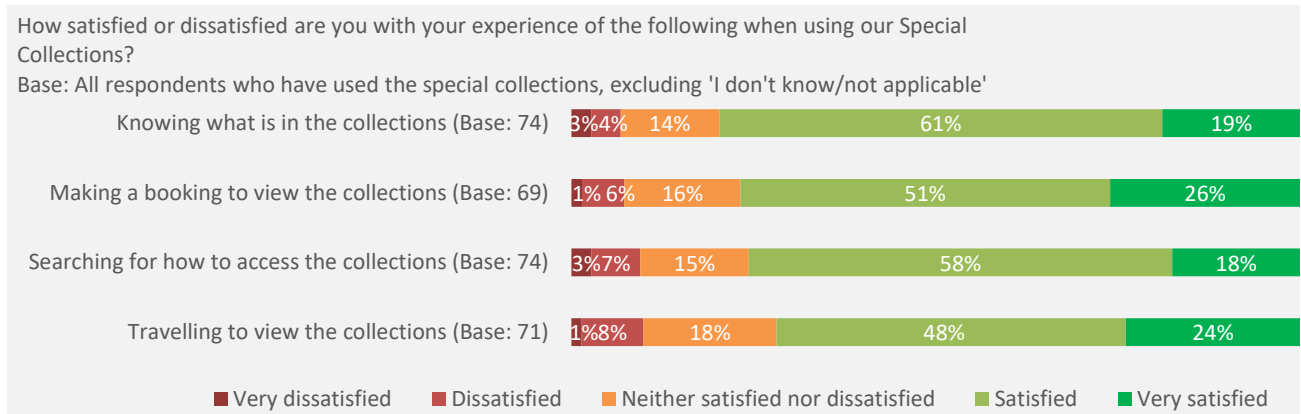
You disagreed that it is easy to access ebooks, ejournals and databases. Which aspect(s) of the journey do you find difficult?  
Base: Respondents who said they found electronic resources difficult (115)



## 7.4 Accessing special collections

Only 7% of students responding to the survey said that they have used special collections. These students were asked about various aspects of their experience (see Figure 13). All four measures scored relatively highly regarding satisfaction.

**Figure 13: Student experience of using Special Collections**



## 8.0 Customer service

### Key summary

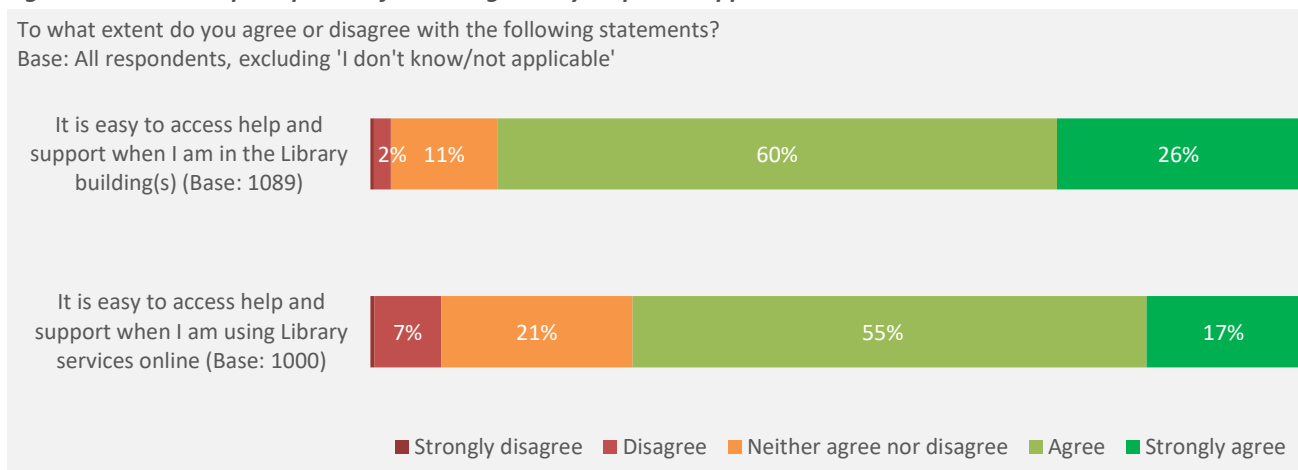
- 86% agree it is easy to access help and support when in the Library buildings, which is an increase of 6% points from 2016.
- Fewer students (72%) agree it is easy to access help when using Library services online, although this has improved significantly from 2016.
- Importantly, only 58% of students who described themselves as having a disability agree it is easy to access Library help and support online.
- Overall perceptions of Library staff are positive. However, there is room for continued improvement in the visibility of staff across Library spaces.
- There is lower awareness of online webforms, live chat and SMS enquiry channels. Webforms and SMS also have lower levels of satisfaction.

### 8.1 Perceptions of Library customer service

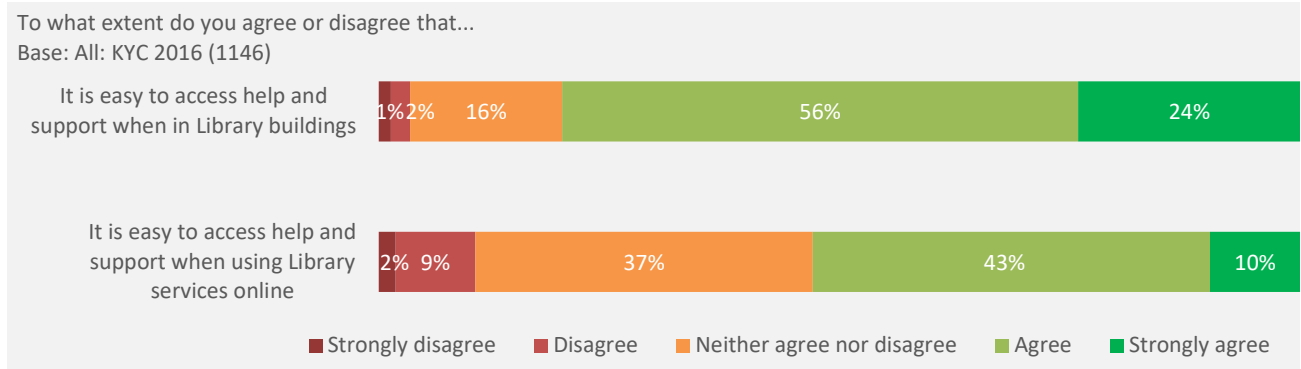
We asked students how easy they find it to access Library help and support (see Figure 14). While 86% of students agree it is easy to access help and support when in the Library buildings, this falls to 72% agree when using Library services online. In both cases, a significant proportion of students do not agree it is easy to access help and support.

Figure 15 illustrates the responses students gave to this question in the 2016 Know Your Customer survey. More students think it is easy to access help and support in Library buildings in 2017 (up six percentage points to 86%). A far greater percentage of students said it is easy to access help and support when using Library services online (up to 72% in 2017 from 53% in 2016).

**Figure 14: Students' perceptions of accessing Library help and support**



**Figure 15: Students’ perceptions of accessing Library help and support – Know Your Customer 2016**



**NB: In the 2017 survey, respondents were given the answer option of ‘I don’t know’ (excluded from Figure 14) however in 2016 they were not.**

We ran statistical significance tests on the 2017 data to discover whether any groups of students find it more or less difficult than others to access Library help and support (Table 4). There are several significant differences; for example, mature and postgraduate students find it easier to access help than younger or undergraduate students. Most notably, just 58% of students with a disability find it easy to access help online, compared with 73% of students who have no disability. This is an issue that warrants further exploration.

**Table 4: Demographic differences in students’ perception of ease of accessing Library help and support –**

**Online - % agree access is easy**

Disability	No disability
58%	73%
Aged 18 to 21	Aged 22+
68%	78%
Undergraduate	Postgraduate
69%	80%

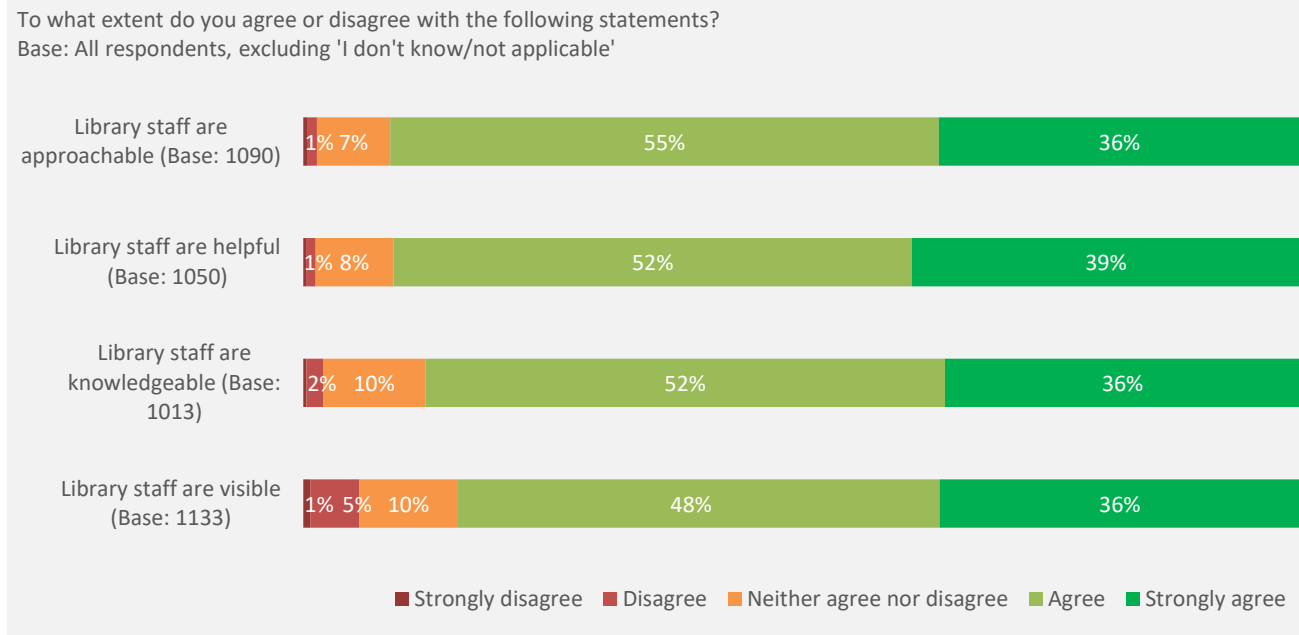
**In a Library building - % agree access is easy**

Male	Female
81%	89%
Undergraduate	Postgraduate
85%	90%

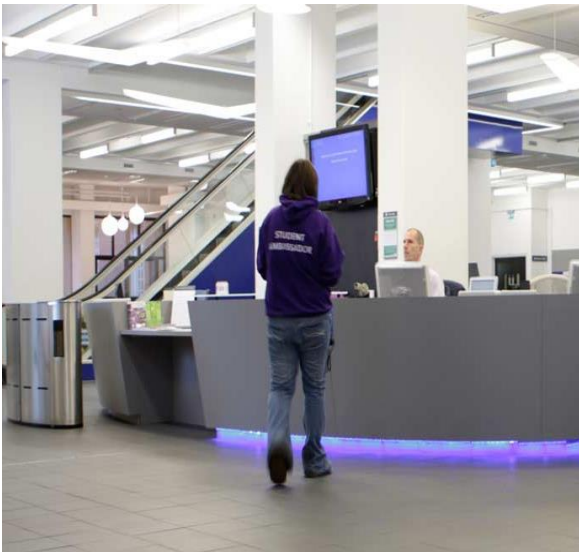
**8.2 Library staff**

Students were asked about their perceptions of Library staff (see Figure 16). While the students responded with overall positivity to the statements asked, there is room for improvement across all measures. The highest level of active disagreement was with the statement that ‘Library staff are visible’ (6% disagree).



**Figure 16: Students' perceptions of Library staff**

### 8.3 Feedback on customer services and improvements



#### Visibility and presence

Linked to the 'visibility' of staff measure discussed above, students in the open-ended survey stated they would like to see staff/information points on all floors, rather than only at the customer service desk, so students can approach them when required. They would like staff to be situated in visible places, so students know where to go.

*"Staff are very helpful, I wanted to ask more information on book lending and they were glad to help out without any shrugs."*

*"It is very easy to find help when you are on the main floor, but I felt less comfortable finding and approaching staff on other floors. Perhaps something could be done to address this." – Open-ended survey response (Biology, Medicine and Health, female, postgraduate research qualification)*

## Availability

Suggestions were also made for the customer service desks and phones to be fully covered at all times; a few students mentioned they would like the service to be open for extended hours, or for there to be a 24-hour customer service phonenumber.

*“Always keep the desks manned. Some may be intimidated to approach staff otherwise.” – Open-ended survey response (Biology, Medicine and Health, female, undergraduate)*

## 8.4 Use and awareness of enquiry channels

Students were asked about their use and awareness of six Library enquiry channels (see Figure 17). The channel that has the highest level of awareness and usage is face-to-face, followed by email. While many students are aware of telephone support, few have used it. There is a low awareness of online webforms, live chat and SMS channels.

**Figure 17: Use and awareness of Library enquiry channels**

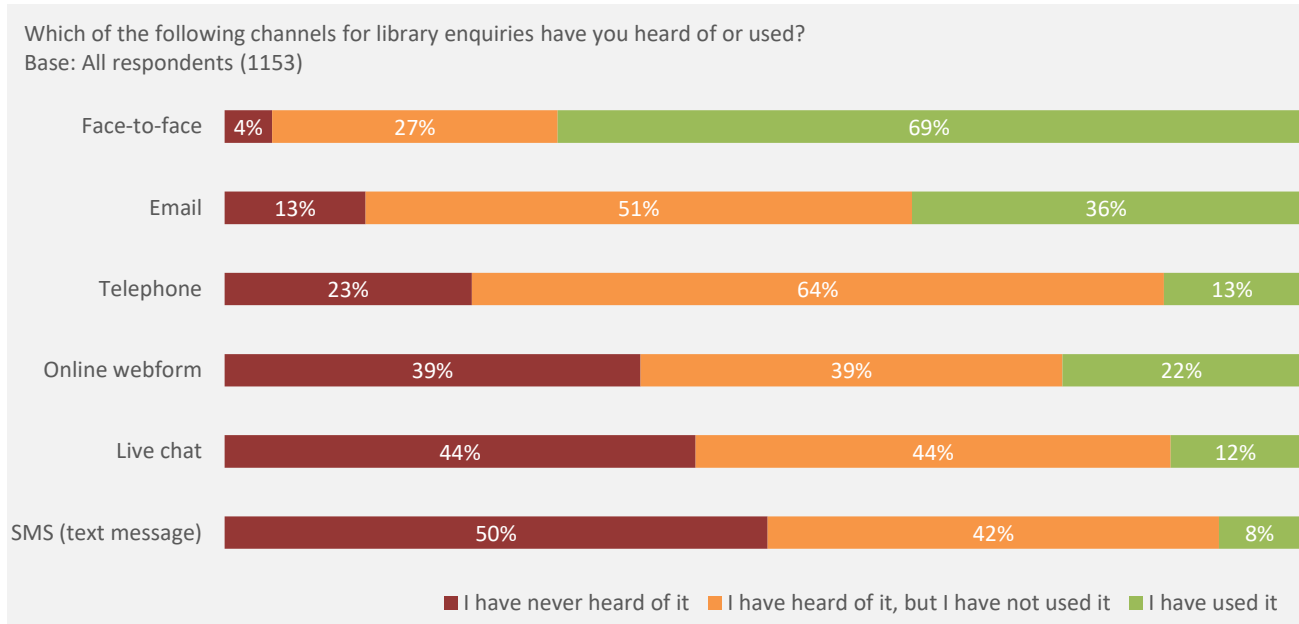
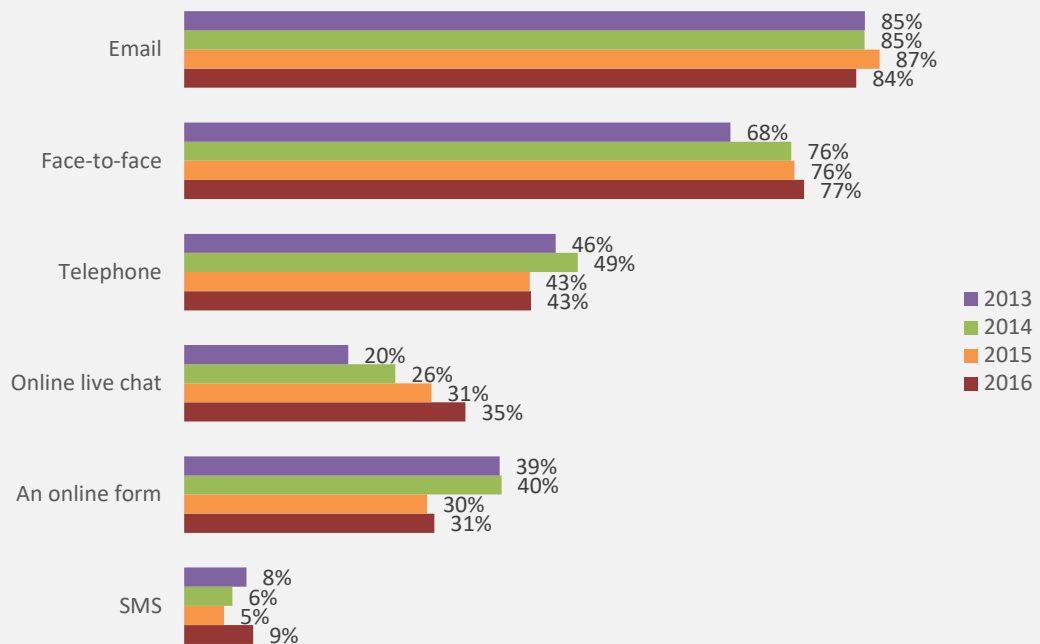


Figure 18 presents the percentage of students aware of enquiry channels in the 2013 to 2016 Know Your Customer surveys. 2017 saw the highest levels of awareness to date.

**Figure 18: Awareness of Library enquiry channels – Know Your Customer 2013 to 2016**

To your knowledge, which of the following channels are available to students for library enquiries?  
 Base: All: 2013 (1445) 2014 (999) 2015 (1266) 2016 (1138)



**NB:** The wording of the question and answer options varied from the Know Your Customer survey in 2013 to 2016 to the Library Life Pulse survey in 2017. The 2017 Library Life Pulse survey has three answer options of 'I have never heard of it', 'I have heard of it but have not used it', 'I have used it' compared to Know Your Customer where respondents were asked to tick if they know they are available.

In the open-ended comments regarding Library communication, students suggested that online support services should be advertised more widely. Several students commented that the Library should provide an online chat service, clearly highlighting their unawareness of the currently available service.

*"I have always found Library services helpful and knowledgeable. Had never heard of the live chat resource so emphasis and guidance on how to use that could be beneficial." – Open-ended survey response (Science and Engineering, male, undergraduate)*

A few students commented that the email service could be improved by speeding up response times. Some would also like emails to be sent as reminders of overdue books, or to be informed of new book arrivals.

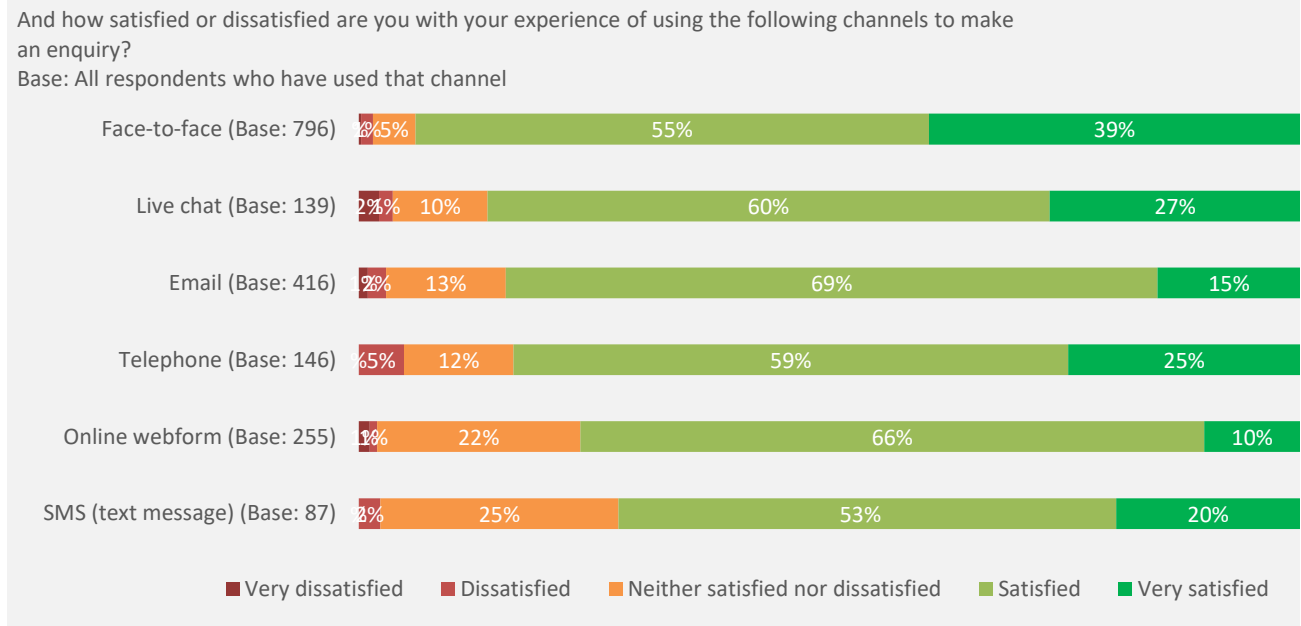
*"The speed of replying to email can be improved." – Open-ended survey response (Humanities, gender undisclosed, undergraduate)*

## 8.5 Satisfaction with enquiry channels

Those respondents who have used each of the six enquiry channels were asked how satisfied or dissatisfied they are with this channel (see Figure 19). Face-to-face received the highest level of satisfaction, with 94% of students who have used it agreeing that they are satisfied. This is followed by live chat (87%), and email

and telephone (both 84%). Online webform and SMS (text message) received the lowest satisfaction scores, at 76% and 73% respectively.

**Figure 19: Satisfaction with Library enquiry channels**



## 9.0 Communications

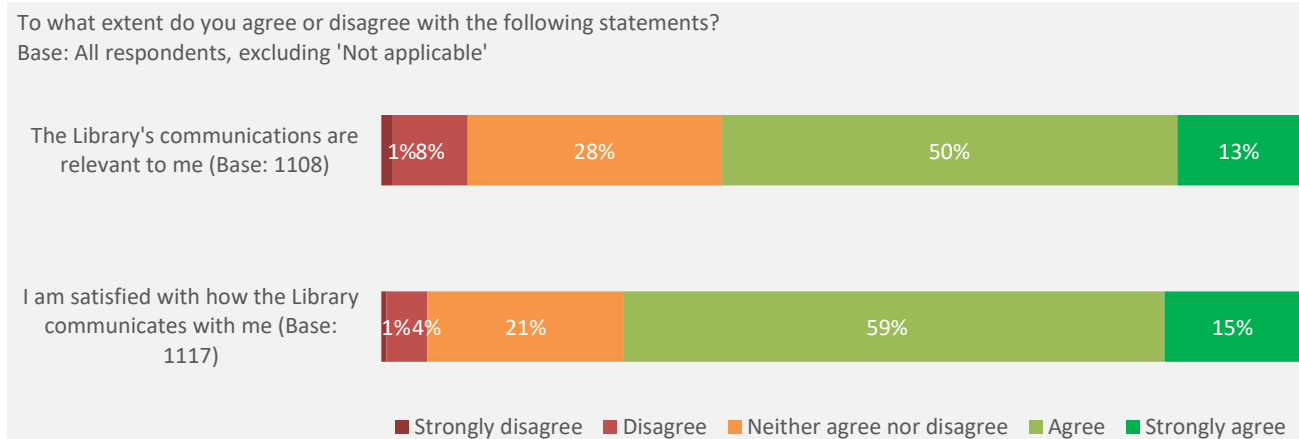
### Key summary

- Only 74% of students are satisfied with Library communications, and fewer (63%) agree communications are relevant.
- Satisfaction with the Library website is relatively high but is not as high for email communication.
- Around three-quarters of students were neither satisfied nor dissatisfied with social media, indicating a lack of awareness and engagement.
- Qualitative discussions suggest that social media needs to offer a more direct benefit to students for them to engage/follow.

### 9.1 Perceptions of Library communications

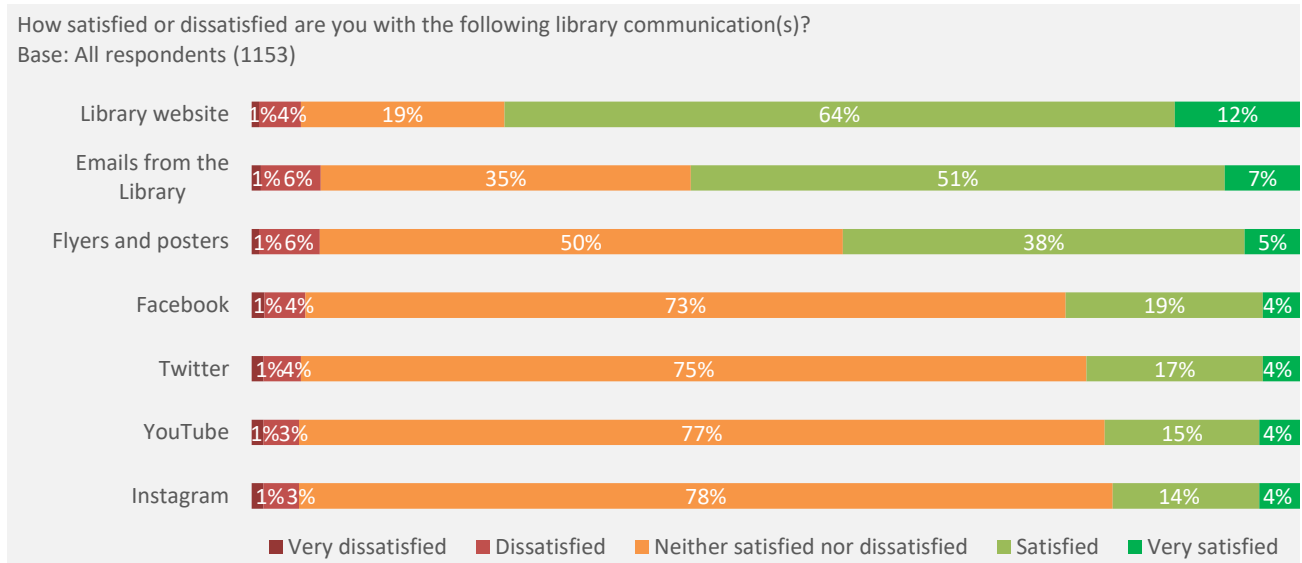
The survey asked questions aimed at assessing students' overall perceptions of the Library's communications (see Figure 20). Library communications can be improved, with just three-quarters (74%) of students being satisfied and fewer (63%) agreeing that the Library's communications are relevant.

**Figure 20: Perceptions of Library communications**



### 9.2 Satisfaction with Library communication channels

Students were asked how satisfied they were with a variety of Library communication channels (see Figure 21). Satisfaction with the Library website is relatively high but not as high for email communication. Although active dissatisfaction is low for social media channels, around three-quarters of students were neither satisfied nor dissatisfied; thereby indicating a lack of awareness and engagement.

**Figure 21: Satisfaction with Library communication channels**

### 9.3 Feedback and areas for improvement

#### Emails

When students were asked what one thing the Library could do to improve the way it communicates with students, the most common theme to emerge was that they would like more information to be shared via email. Some students commented they did not receive any communication from the Library and would like to receive more emails.

*"I hardly ever receive messages regarding the Library - I don't follow the Library via any social media platform, so that's not applicable in this case. However, I'd like to get some emails from time to time!" – Open-ended survey response (Science and Engineering, Female, Postgraduate research qualification)*

A small number of students would like email communication to be more concise, using clear subject lines and tailored to their course, if possible.

*"Make sure emails are always short/relevant with an appropriate subject line." – Open-ended survey response (Science and Engineering, female, undergraduate)*

#### Social media

There is a lack of awareness of the Library's presence on social media, with some students suggested improvements being that the Library should use platforms such as Twitter, Instagram and Facebook more often for communication.

*"Create a stronger presence on social media platforms. I have never seen the Library on any social media platform, therefore if it does have an account, please make their presence stronger." – Open-ended survey response (Humanities, female, undergraduate)*

We examined students' perceptions of social media more closely in one of the online discussion groups. Only one or two of the 10 students recalled seeing anything posted by the Library on social media prior to the discussion.

Positively, when we showed the Library's social media accounts to the group, the students praised them; particularly, the Facebook account and its up-to-date, personal content. However, students would only follow the accounts if they felt that the posts would relate to something of use or interest to them. This caused some students to question the need for an Instagram account purely for photographs, for example.

Students told us that one of their main uses of social media was to communicate and organise events and meet-ups, and it was suggested that a helpful way to use the Library's social media accounts would be to arrange and invite students to events and sessions. In particular, this could help promote Library skills and training support.

*"I have never really thought about social media interactions with the Library before. Hence, as it wasn't on my mind, it wasn't necessary. When the benefit, such as tutorials or news, is known, necessity is understood. However, when a student is not interested in general University news, they might not see the Library social media as a necessity. Seeing that news or events are announced on the social media would make it more necessary." – Online discussion group*

*"I think I've seen them post events and stuff which is helpful." – Online discussion group*

*"I would like the content to be more useful. Why not list the upcoming learning events? E.g. Essay writing workshops, learn to use endnote, etc. I would also like it if students could ask questions to Library staff via Facebook. E.g. a way to ask questions regarding endnote problems." – Online discussion group*

*"In terms of usefulness as long as it is info about events, I see no issue. Maybe links to the online learning stuff the Library has could be posted sometimes, so people know about it." – Online discussion group*

## Other channels

Other open-ended comments suggested students would like to learn more about what is happening at the Library through posts on MyManchester and Blackboard. A few students thought it could be useful to advertise outside the Library using posters and flyers, for example, to increase awareness.

*"Have a list of the weekly events/activities on the MyManchester homepage - often I do not know about an event until it is advertised over the loudspeaker/tannoy - which is often too late for me/does not give me enough time to plan." – Open-ended survey response (Humanities, female, undergraduate)*

## 10.0 Study skills

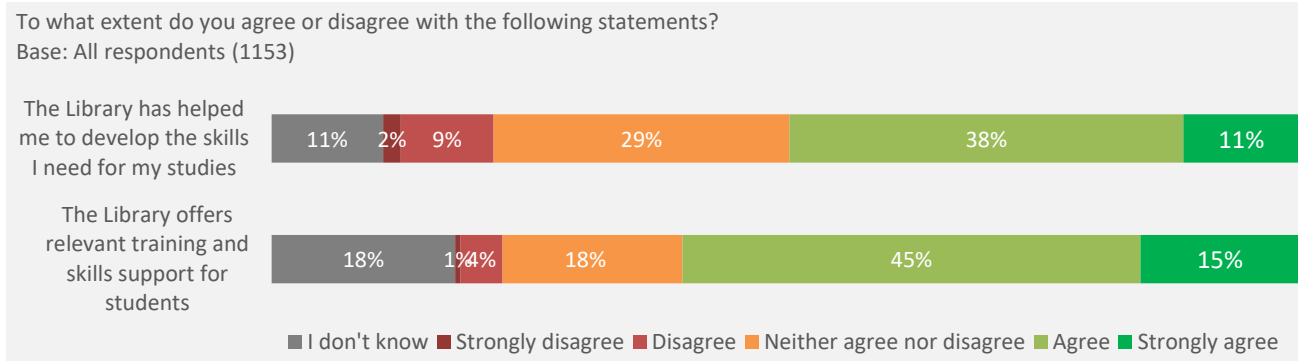
### Key summary

- Only 49% of students agree the Library has helped them develop the skills required for their studies.
- Overall, awareness of different training services has increased from 2016, but there remain large numbers of students who are not aware.
- Uptake of training and skills services ranges from 9% to 18% depending on the channel, except for online skills courses embedded in the VLE, which increases the number to 40%.
- Satisfaction among people who have used training and skills services is relatively high.
- Qualitative discussions would suggest that is the fact that student unawareness of the content/benefits of My Learning Essentials is a key barrier to participation.

### 10.1 Perceptions of Library skills and training support

Only 49% of students agree that the Library has helped them develop the skills required for their studies, although slightly more (60%) agree the Library offers relevant training and skills support for students (Figure 22). 18% of students said that they 'don't know' whether relevant training and skills are on offer; thereby suggesting an awareness gap is part of the issue. However, a lack of impact is also apparent from the relatively low levels of agreement with the skills development statement.

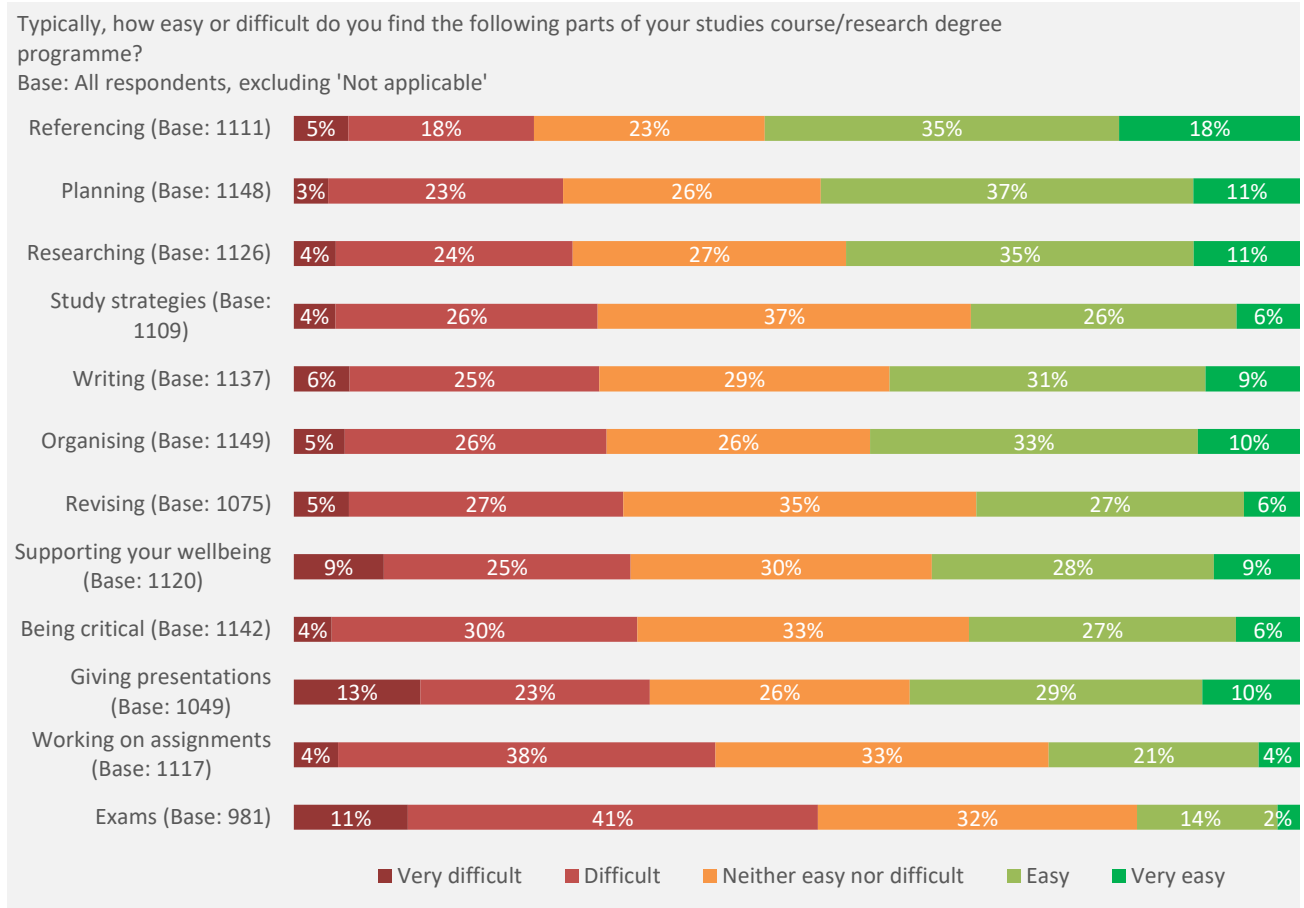
**Figure 22: Perception and awareness of the Library training and skills offer**



### 10.2 Skills that students find most difficult

We asked students how easy or difficult they find 12 different aspects of their studies (see Figure 23). Understanding which areas students find the most difficult could help establish the training and skills courses students may find the most useful. Offering relevant support can help increase from the current 78%, the proportion of students who believe that the Library is helping them succeed in their course (see section 4.1).



**Figure 23: Students' degree of difficulty with aspects of their studies**

### 10.3 Awareness and use of skills and training support

Figure 24 reinforces the lack of awareness of Library training and skills services discussed above. Uptake of training is limited to between 9% and 18% depending upon the channel, other than online skills courses embedded in the VLE, which has a higher uptake (40%).

As might be expected, more students are using online channels of training and skills support than the face-to-face channels and students told us they prefer online channels during the discussion groups.

*“Online resources in Blackboard most likely due to time. The face-to-face workshops would be useful however it’s hard to fit in.” – Online discussion group*

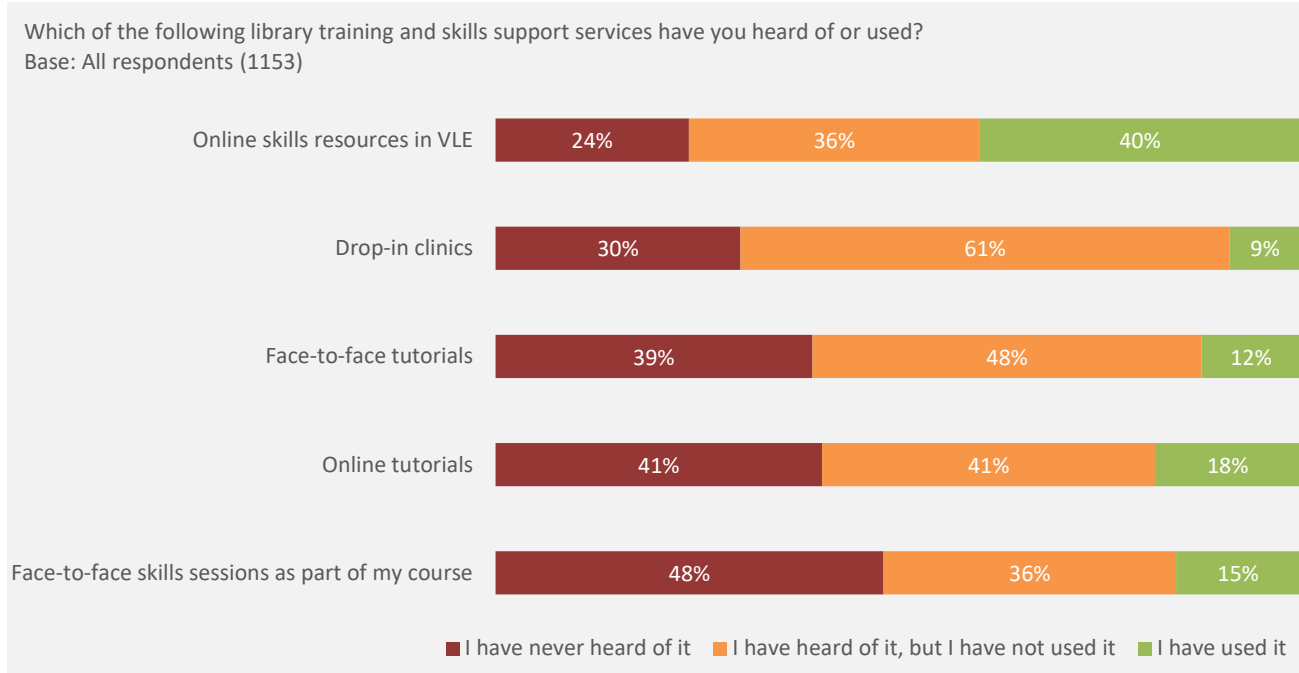
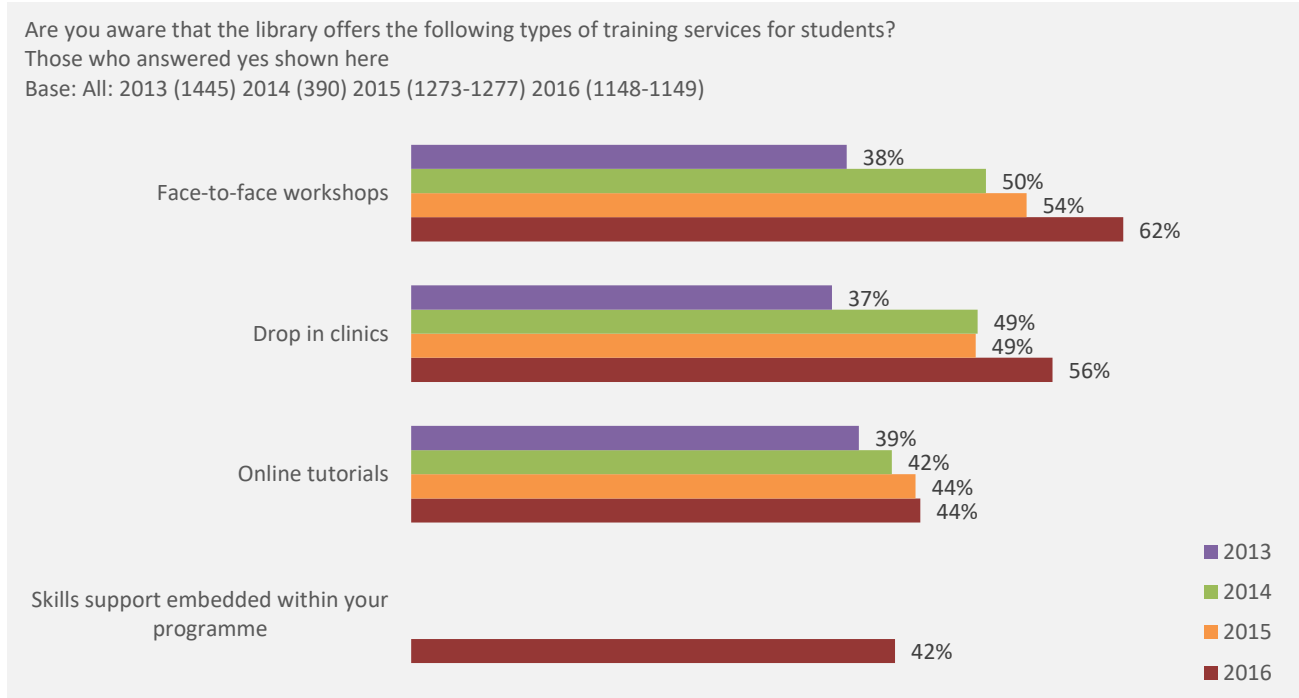
**Figure 24: Awareness and use of Library training and skills support service types**

Figure 25 presents the percentage of students who were aware of training and skills services in the Know Your Customer 2013 to 2016 surveys. Overall, awareness of all types of training and skills services has increased since 2016. The exception is face-to-face, which has remained relatively stable.

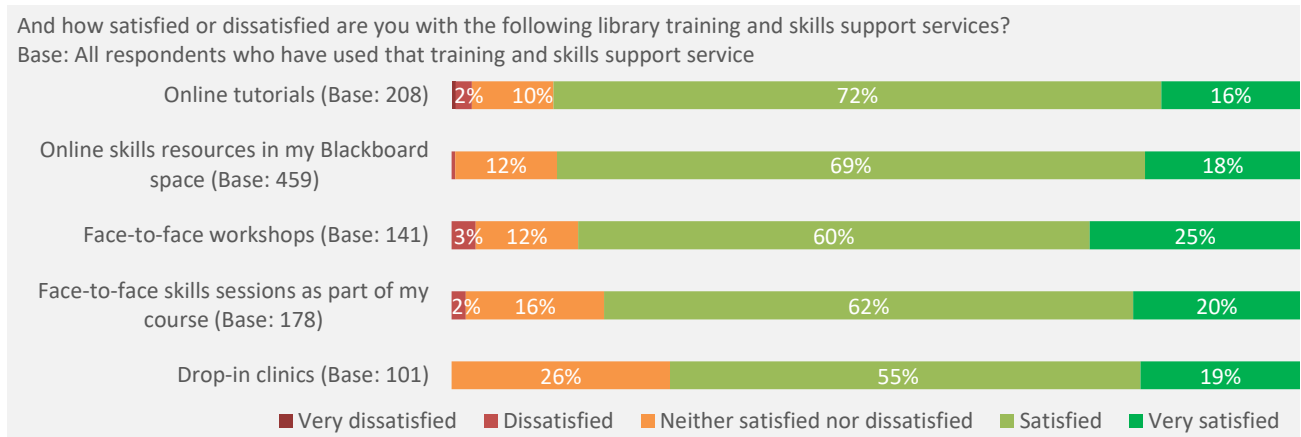
**Figure 25: Awareness of Library training and skills support service types – Know Your Customer 2013 to 2016**

**NB: The wording of the question and answer options varied from the Know Your Customer survey in 2013 to 2016 to the Library Life Pulse survey in 2017. The 2017 Library Life Pulse survey has three answer options of 'I have never heard of it', 'I have heard of it but have not used it', 'I have used it' compared with Know Your Customer where respondents were asked to tick if they were aware.**

## 10.4 Satisfaction with skills and training support

Students who had used each of the five types of training and skills support service were asked how satisfied or dissatisfied they are with them (see Figure 26). A large majority of students who have used the services are satisfied. However, the number of students who 'neither agree nor disagree' is worth noting given the lack of impact discussed in section 10.1. One-quarter (26%) of students who have used a drop-in clinic neither agree nor disagree they are satisfied.

**Figure 26: Library training and skills support satisfaction levels**



## 10.5 Hearing about Library skills and training support

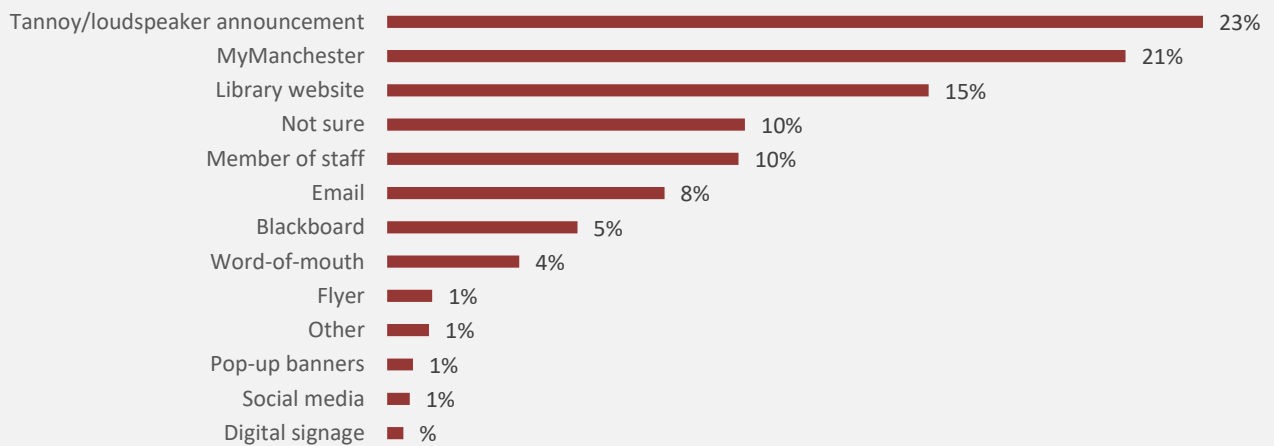
Students who have heard of the Library’s training and skills support were asked how they heard about it (Figure 27). The most common responses were tannoy/loudspeaker announcements (23%) and MyManchester (21%). While tannoy announcements would appear effective, a small number of students did mention in open-ends that they are disruptive, or are sometimes made too late for them to plan to attend the event. Some students suggested that the timetables should be more readily available to students, so they can plan their attendance in advance.

*“Although I have previously heard of a Library training session via the tannoy announcements, I wonder if this is the most helpful way to communicate with students while they are trying to study quietly in the Library spaces.” – Open-ended survey response (Humanities, female, postgraduate research)*

**Figure 27: How students have heard about Library training and skills support**

How did you hear about the training and skills support in the library?

Base: Respondents who had heard of library training and skills support (508)



## 10.6 My Learning Essentials and My Research Essentials

We asked students about their awareness of the brand names 'My Learning Essentials' and 'My Research Essentials'. The results reveal that 82% of all students are aware of My Learning Essentials and 73% of postgraduate researchers are aware of My Research Essentials (see Figure 28).

**Figure 28: Awareness of My Learning Essentials and My Research Essentials**

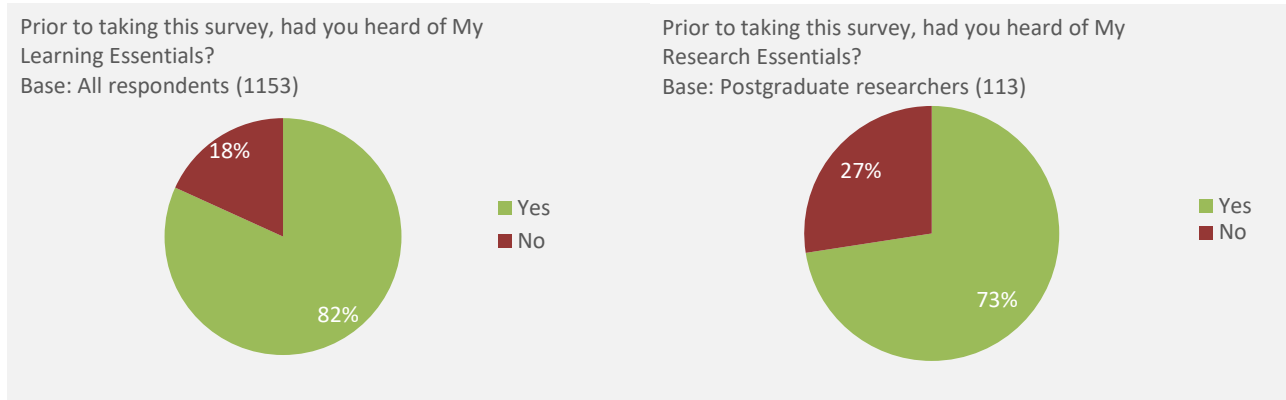
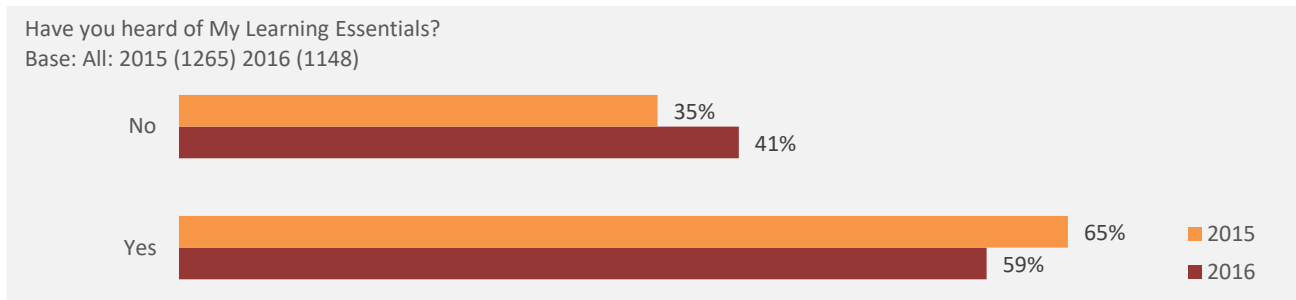


Figure 29 presents the percentage of students who were aware of My Learning Essentials in the 2015 and 2016. In 2017, more students are aware of My Learning Essentials (82%) than in 2016 (59%) or 2015 (65%), which is in line with increasing levels of awareness discussed above.

**Figure 29: Awareness of My Learning Essentials – Know Your Customer 2015 to 2016**



**NB: Question wording varied slightly in the 2017 Library Life Pulse survey, and the 2015 to 2016 Know Your Customer survey.**

We performed statistical significance testing on the My Learning Essentials data in Figure 28. Table 5 presents any statistically significant differences. Awareness is significantly lower among first years, Science and Engineering students, part-time students and distance learners.

**Table 5: Demographic differences in awareness of My Learning Essentials - % of students who are aware**

<b>First years</b>	<b>Others</b>
<b>75%</b>	85%
<b>Science and Engineering</b>	<b>Others</b>
<b>74%</b>	84%
<b>Part-time</b>	<b>Full-time</b>
<b>66%</b>	82%
<b>Distance learner</b>	<b>Non-distance learner</b>
<b>67%</b>	82%
<b>Male</b>	<b>Female</b>
<b>74%</b>	86%
<b>No disability</b>	<b>Disability</b>
<b>81%</b>	91%

## 10.7 Feedback and areas for improvement

During the online discussion groups, we asked students to browse My Learning Essentials online and tell us about their perceptions. Participants found it easy to access via MyManchester or used a simple google search. Students were positive about what they found, commenting on the ease of information access, and the clarity and interactive nature of the pages.

*"I found it very easy to find information. And I thought the look of the pages were clear and interactive, in the sense they draw attention etc." – Online discussion group*

After looking at the pages, two students in the group said (without being prompted by the moderator) that they would now like to use My Learning Essentials in future, having learnt via the discussion group how much information is available. This suggests that, beyond an overall lack of awareness, there is a possible need to communicate better what My Learning Essentials has to offer and its benefits.

*"I started to realise there are actually some things in My Learning Essentials that might be useful to me. I will give it a try in future." – Online discussion group*

When asked during the online discussion group what they would do if they had an academic issue or needed help with something, most participants stated that peer support would be their first point of call. Some students also said that they would contact an academic staff member to resolve an issue. In communications planning, thought could be given to encouraging peers and academics to signpost, or 'refer a friend', to My Learning Essentials.

*"I usually ask my peers initially. The nature of my course means we have all pretty much done the same modules together from day one, so there is a sense of community between us. I may ask the course leader, but it can sometimes create further confusion." – Online discussion group*

*"I would ask friends/tutors to give me advice, as it's probable they had encountered this problem too." – Online discussion group*

Participants in the discussion group suggested that My Learning Essentials could be promoted to students more through their courses; for example, during in lectures or embedded as links in course materials.

*“As we go into revision season, along with practice questions the academic schools should also link specific topics from My Learning Essential.” – Online discussion group*

# Appendix



## 11.0 The sample

### 11.1 Sample demographics

Level	%	Count
Undergraduate qualification	75%	866
Postgraduate taught qualification	15%	174
Postgraduate research qualification	10%	113
Total	100%	1,153

Year	%	Count
1st year	35%	404
2nd year	28%	325
3rd year	23%	260
4th year	11%	131
5th year	2%	22
6th year	%	5
More than 6 years	1%	6
Total	100%	1,153

Faculty	%	Count
Humanities	51%	583
Science and Engineering	25%	286
Biology, Medicine and Health	25%	284
Total	100%	1,153

Undergraduate course type	%	Count
Degree	99%	856
Foundation degree	1%	8
HND	%	1
Foundation course at HE level	%	1
HNC	0%	0
DipHE	0%	0
CertHE	0%	0
Total	100%	866

Postgraduate course type	%	Count
Masters degree	54%	156
PhD	36%	103
Postgraduate diploma	4%	11
MRes	2%	5
Professional doctorate	2%	5
PGCE	1%	4
Postdoctoral research	1%	2
MPhil	%	1
Professional qualification	0%	0
EngD	0%	0
Total	100%	287

Mode	%	Count
Full-time	96%	1,112
Part-time	4%	41
Total	100%	1,153

Distance learner	%	Count
No	96%	1104
Yes	4%	49
Total	100%	1,153

Gender	%	Count
Female	66%	762
Male	32%	374
Non-binary	1%	6
Prefer not to say	1%	11
Total	100%	1,153

Age	%	Count
Under 18	%	1
18-21	63%	724
22-25	24%	272
26-29	7%	80
30-39	4%	45
40-49	2%	21
50-59	%	4
60+	%	1
Prefer not to say	%	5
Total	100%	1153

Fee status	%	Count
UK	63%	724
Outside EU	22%	249
Another EU country	14%	161
Prefer not to say	2%	19
Total	100%	1,153

Disability	%	Count
No	90%	1034
Yes	6%	70
Prefer not to say	4%	49
Total	100%	1,153