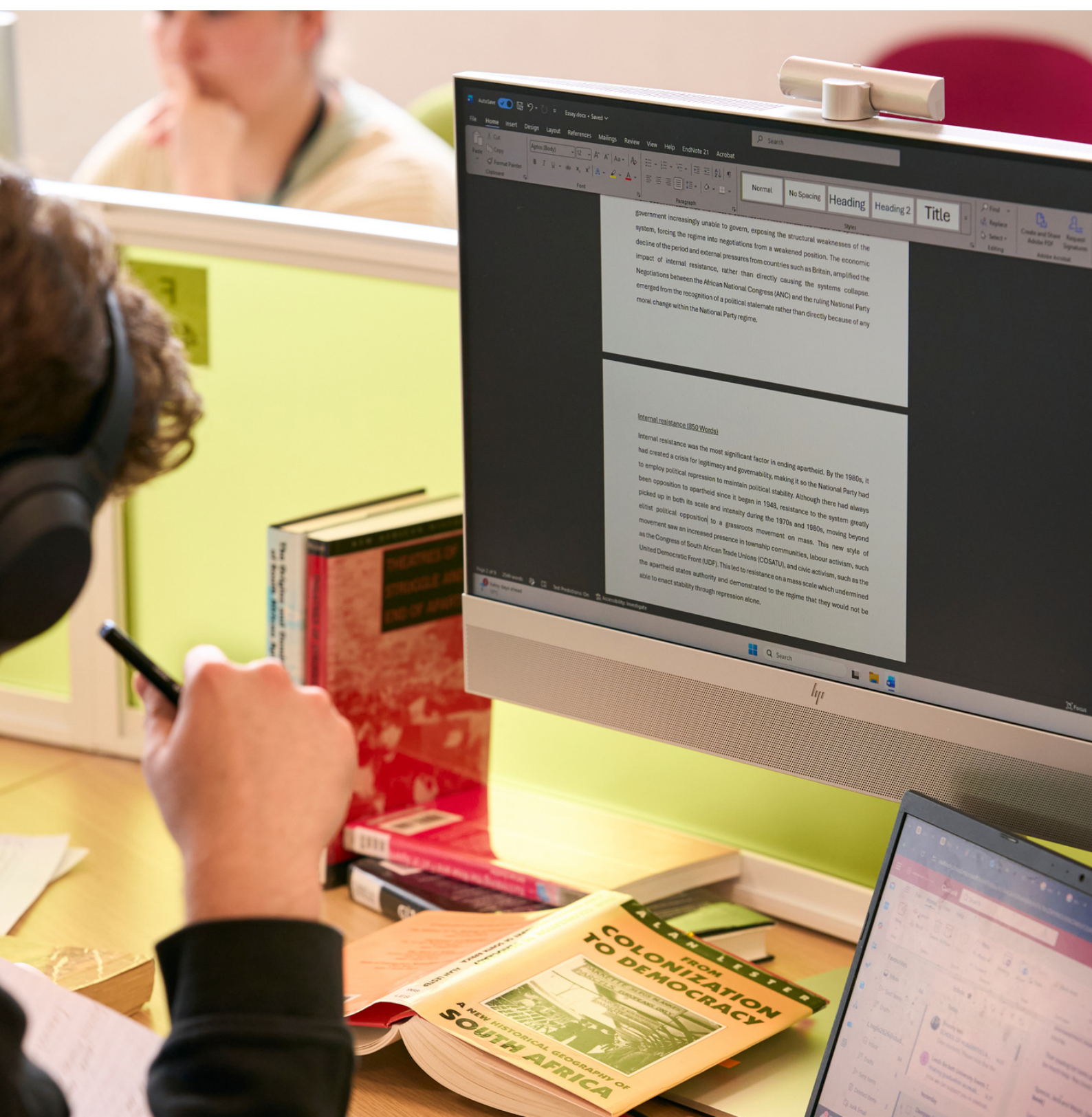




LEEDS BECKETT UNIVERSITY
LIBRARY &
LEARNING SERVICES

YEAR IN REVIEW 2025-26: DATA AND INSIGHTS REPORT

CARNEGIE SCHOOL OF SPORT



Dear Colleagues,

I am pleased to present the **Library and Learning Services (LLS) Year in Review 2025-26: Data and Insights Report**, which provides an overview of how we have supported your School and the University over the past twelve months.

We continue to receive excellent feedback from our students and are delighted to see an increase in this year's NSS results, with **91.3% of students responding positively when asked how well the Library's resources, services and spaces have supported their learning**. Even more encouragingly, we achieved a 100% positive response across 24 courses. Alongside celebrating these successes, we are also using the feedback to identify areas where we can make further improvements and ensure that our services continue to meet the needs of your students.

Building Our Future Library, the new LLS Plan for 2026-2030, was launched last year, and we completed our organisational redesign in March this year. More recently, colleagues from the Centre for Teaching and Learning have joined the team, strengthening our ability to take a more holistic and integrated approach to supporting learning and teaching across the University.

Our new **Academic Engagement Team** will continue to reach out to Schools to develop a better understanding of your priorities and needs. This will help us to continue to deliver and enhance our services in ways that are aligned with the priorities of each School and support the wider University strategy.

We look forward to working closely with you over the coming year and to building on our successes together to ensure that our Library and Learning Services continue to make a positive contribution to the student and staff experience.

Kind regards,

Coral Black

coral.black@leedsbeckett.ac.uk

ACCELERATING ACADEMIC AND DIGITAL CAPABILITIES

A centre of excellence for academic success

The Academic Skills Team provides in-curriculum teaching aligned to the Academic and Digital Skills Framework, with a focus on progression and career readiness. Courses with embedded teaching have reported a greater pass rate.



Senior Lecturer, School of Health

“Since having the additional support from the library staff, the last run of the Module in September 2025 resulted in all passes of the essays and the one we have recently ran for the February 2026 cohort have all passed as well. I feel ... that these sessions have had a positive impact upon the students and helped them to understand and prepare for their first HEI academic level 4 essay.”



Degree Apprenticeship Assessor, Leeds Business School

“The results from our latest apprenticeship award boards [show the] impact that your support through induction, module and ad hoc sessions has for our apprentices, particularly for our Level 5s. ... For many of them this is their first time in higher education and there is no Level 4 ‘safety net’.”

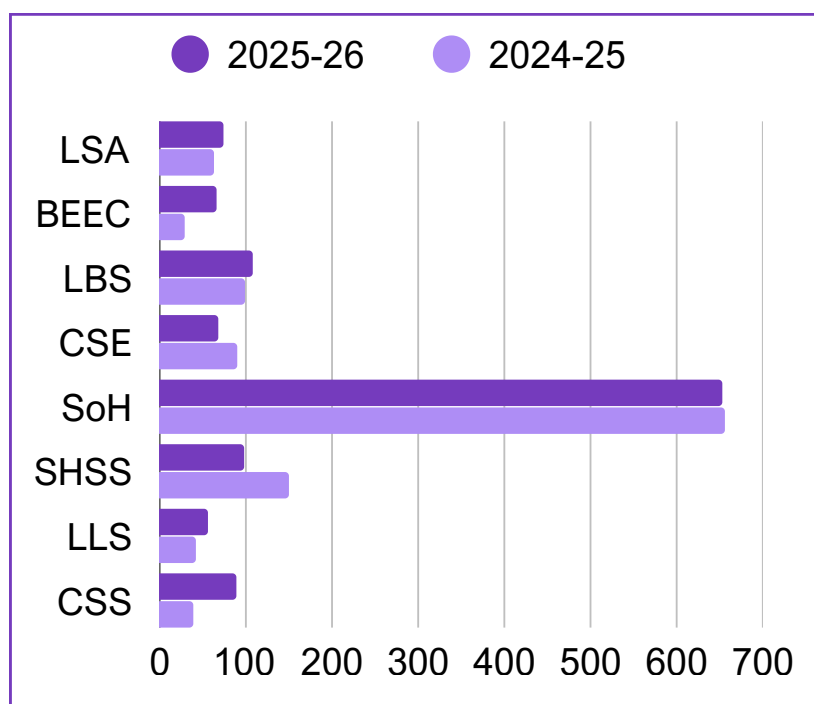
Number of in-curriculum Academic Skills sessions delivered in 2025-26 by School
(with comparison to 2024-25)

LSA 51 (-12)	BEEC 47 (-15)	LBS 71 (-8)	CSE 41 (+13)	Total 422 (-41)
SoH 114 (-1)	SHSS 43 (-6)	LLS 18 (-1)	CSS 37 (-13)	

Students also benefit from booking one-to-one support sessions with Academic Skills Advisors and attending workshops and webinars. Where we are embedded in the curriculum, students make fuller use of our optional support to develop their skills further.

For a full list of our support see [TeachLearn: Developing your students' academic skills.](#)

One-to-one appointments booked per School, with comparison to 2024-25



→ Senior Lecturer, School of Health

“One MSc Research in Practice student had some 1:1 support which really helped her with her search strategy and starting to understand data extraction. The skills tutor provided her with practical resources as well as learning support and she spoke really positively of how this helped her... I can see the outcome of the support [the student] had in her work already.”



→ **4,440**
workshop views
and downloads
by LBU students

→ **520**
hours of
recordings
viewed

→ Most watched recordings:
[How to Reference](#)
[Using Gen AI Responsibly](#)

Championing inclusive practices in online learning

Ally is the inbuilt accessibility tool in MyBeckett that allows students to download alternative formats of documents within modules, such as handbooks, PowerPoints and assessment briefs. It is also used as a checking assistant (a bit like a spellcheck) to ensure that all content uploaded to MyBeckett is accessible. This includes making sure all images come with Alt Text or are marked as decorative, and that all documents are accessible to screen readers.

→ **232,579**
total student downloads
in different formats,
Sept 25 - May 26

→ **590**
accessibility
issues fixed by
staff in 2025-26



Look for the Ally symbol
in your modules and
publicise the tool to
your students.



RE-IMAGINING THE LIBRARY AS PLACE: PHYSICAL AND VIRTUAL

Supporting innovative learning platforms and tools

The Digital Learning Team supports the use of digital learning technologies such as Turnitin and the e-portfolio system PebblePad, as well as leading the rollout to MyBeckett Ultra.



→ Senior Lecturer and Partnership Lead, Carnegie School of Education

“We have it reported to us that PebblePad is easy to use, and we have had [external] schools who previously worked with multiple Initial Teacher Education providers choose to work with us because of our systems and the support we offer...

The refinements we have made with your excellent help and support have got PebblePad to a point of intuitive use, with minimal workload for mentors and students whilst allowing us to be compliant with all regulations.”

→ External mentors, Initial Teacher Education

“[PebblePad is] easy to find way around / good system / helpful looking back at previous placements.”

→ **80** Digital Learning training sessions
delivered to LBU colleagues, 2025-26

+ **62** than in 2024-25

For a full list of the
systems we support
see [TeachLearn: Digital
Learning Service](#).

Fostering connection and building community

As well as our flexible working space The Loft at Headingley, we have added a new social study space in our Sheila Silver City Library: The Nook. This has proved very popular with students, who appreciate the social book swap, board games, mindfulness activities and comfy seating!



As part of the national 'Big Draw' campaign in October, Level 4 Illustration students took part in week-long activities in the Sheila Silver Library, organised by LSA staff. Holding them in the Library helped students navigate our resources in a hands-on way, and enabled collaboration between students from different courses who took part in the event.



Illustration students

"Building confidence and feeling more at ease in the library"

"Getting us out of the classroom"

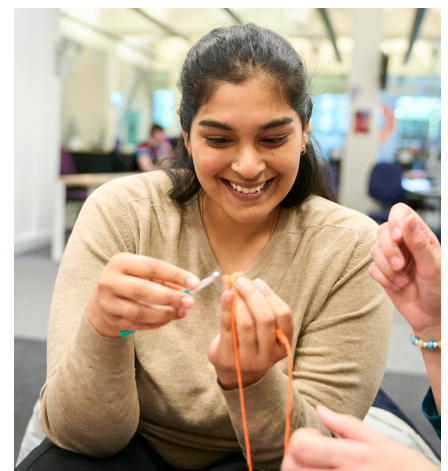
"Being off phones was good"

We also held several Craft and Relax sessions as part of our Exam Ready campaign, throughout April and May.



Dietetics student

"It was nice to see some crafting sessions held at the library... as students we could really benefit from this kind of creative, social break between our studies such as crochet, jewellery making, sewing, etc."



BUILDING AN OUTSTANDING STUDENT EXPERIENCE: STUDENTS AS PARTNERS

Creating employment and internship opportunities

Library and Learning Services employed five students throughout June and July 2026 in our Internship Programme. They worked on projects including UX research on the Library's website, examining the diversity of Online Reading Lists, planning welcome events, and creating social media content.



→ Student Intern feedback

“Being a library intern is such a great opportunity because it gives me professional work experience whilst also allowing students to bring a more authentic voice and perspectives to the library, it helps the library connect meaningfully with students.”

“It’s giving me experience in what it’s like to work with large sets of data. It’s a cooperative process; we’re helping the library and the library is helping us in gaining new experiences.”

“I think this is a great opportunity because I can build real career experience working with the Digital Team, and I think it is a really impactful project because it uses real student feedback.”

Service excellence in customer services

The Customer Services Team is the service our students interact with the most in the Library through our email, phone and chat support, and on campus. We support all students, including international, those living locally and students with access and participation needs, with many different Library and IT queries from using digital equipment to finding resources.



→ **6,609**
face-to-face
queries, 1 Aug 25
- 15 July 26

→ **15,267**
remote queries,
1 Aug 25 -
15 July 26

For help and support:
[Library Customer
Services](#)

→ Student feedback

“As a student with a reasonable adjustment plan, I visited the library for the first time on Tuesday 28th April 2026, even though I have been to Leeds Beckett University several times before. [Library Customer Service Advisors and Officers] patiently helped me connect my device to Eduroam, making what could have been a stressful process feel simple and manageable. Once I was connected, I needed to print materials for my presentation. [A staff member] stepped in and guided me through logging in and transferring my documents using the new printing system, ensuring everything was completed successfully. As a mature student with a reasonable adjustment plan in place, she also informed me that I could claim back my printing costs. She went above and beyond by emailing me the link and explaining how to do this.

Overall, my experience with the Library service was excellent. A very big thank you for their kindness, patience, and professionalism.”

Promoting our services

We have run several successful campaigns with students this year, promoting our services, and educating students on both important digital issues, such as Generative AI and copyright, and helping them with their wellbeing during stressful times in the academic calendar.

→ 6,817

TikTok views for
Intellectual Proper-Tea
copyright video

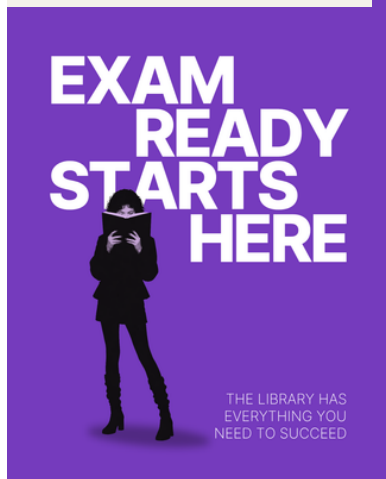
→ 17.4%

rise in Instagram
followers, 2025-26

Follow us at:

[Instagram @lbulibrary](#)

[TikTok @lbulibrary](#)



EMPOWERING INFORMATION DISCOVERY AND RESEARCH SUCCESS

Enhancing student learning through Online Reading Lists

Our flexible Online Reading List system can fit the structure of your teaching – there are several features which can be used to transform a reading list from a list of books into an engaging and student-focused teaching resource.

Throughout the year we have delivered sessions to staff, highlighting key features such as the value of creating sections in a list and adding guidance notes for students. We have [best practice guidance and exemplar lists](#), and the [Academic Engagement Librarians](#) can provide training and advice.



→ Lecturer, Leeds Business School

“I've already taken measures to significantly reduce the lists for all four modules for 2026-27. Moving to Ultra and seeing Library guidance on good practice has helped me to change my ways!”

Most viewed CSS Online Reading Lists, 2025-26

- 1 **Neuromuscular Biomechanics** - SPRT724
810 views
- 2 **Personal, Professional & Academic Dev. in Sport Management** - SPRT4019
481 views
- 3 **Food & Nutrition for Health, Sport & Exercise** - SPRT562
287 views

– 553 views for top list than 2024-25

→ 219

accessible, copyright
compliant digitisations
created for CSS reading
lists, 2025-26

– 135

compared to 2024-25

Providing easily discoverable, high-quality resources

→ **81%** of all CSS students borrowed at least 1 print book or accessed at least 1 electronic resource in 2025-26

1% more students than in 2024-25

Borrowing and electronic usage for CSS, 2025-26

Print books borrowed	Students who borrowed print books	Electronic resources accessed *	Students who accessed electronic resources
310	125	208,902	2,570

* Accesses to all our electronic resources where we use authentication systems. This includes ebooks, ejournals and databases.

To help increase engagement we can create promotional materials on our resources for you to use within your School spaces. This year we worked with staff in the Leeds Business School to display information about Library resources on Rose Bowl screens. Contact the [Academic Engagement Librarians](#) to discuss this.

→ Lecturer, Leeds Business School

“I think the biggest barrier to getting students using the FT (and other resources) is making them aware it is available and easily accessible.”

→ **95%** of BA (Hons) Physical Ed with Outdoor Ed & BA (Hons) Int Tourism Man with Marketing students used a Library resource

→ **The Purple Guide**
resource with the greatest % of users from CSS

If you'd like to find out data for your course please contact the [Academic Engagement Librarians](#)

Promoting open scholarship

Open Research Services supports researchers across Leeds Beckett to manage, share and showcase their research effectively and openly. We provide support with Open Access, research data management, repositories, researcher profiles, publishing and research systems, while working with colleagues to improve the **visibility, discoverability and accessibility of research**.

One example of this work is our support for the Sustainable Ecological Engineering Design for Society (SEEDS) Conference proceedings. Working with colleagues in BEEC we created a home for the proceedings in our Theses and Research Data Repository and in 2026 secured an ISSN from the British Library. We also supported the introduction of Digital Object Identifiers (DOIs) for individual papers, enhancing their visibility, reach, and credibility.



Please get in touch for support with publishing and sharing your research more openly.

→ **Director of Research and Knowledge Exchange, School of Built Environment, Engineering and Computing**

“This is an important milestone for SEEDS, and it is good to see the conference now positioned more strongly in terms of recognition, credibility, and alignment with REF expectations. I appreciate the support from your team and look forward to continuing the collaboration as we build on this.”

→ **273** CSS accepted and published research outputs, 2025-26

– **392** compared to 2024-25

→ **2,646** repository downloads of Racialised terminologies and the BAME problematic

CSS's most downloaded article

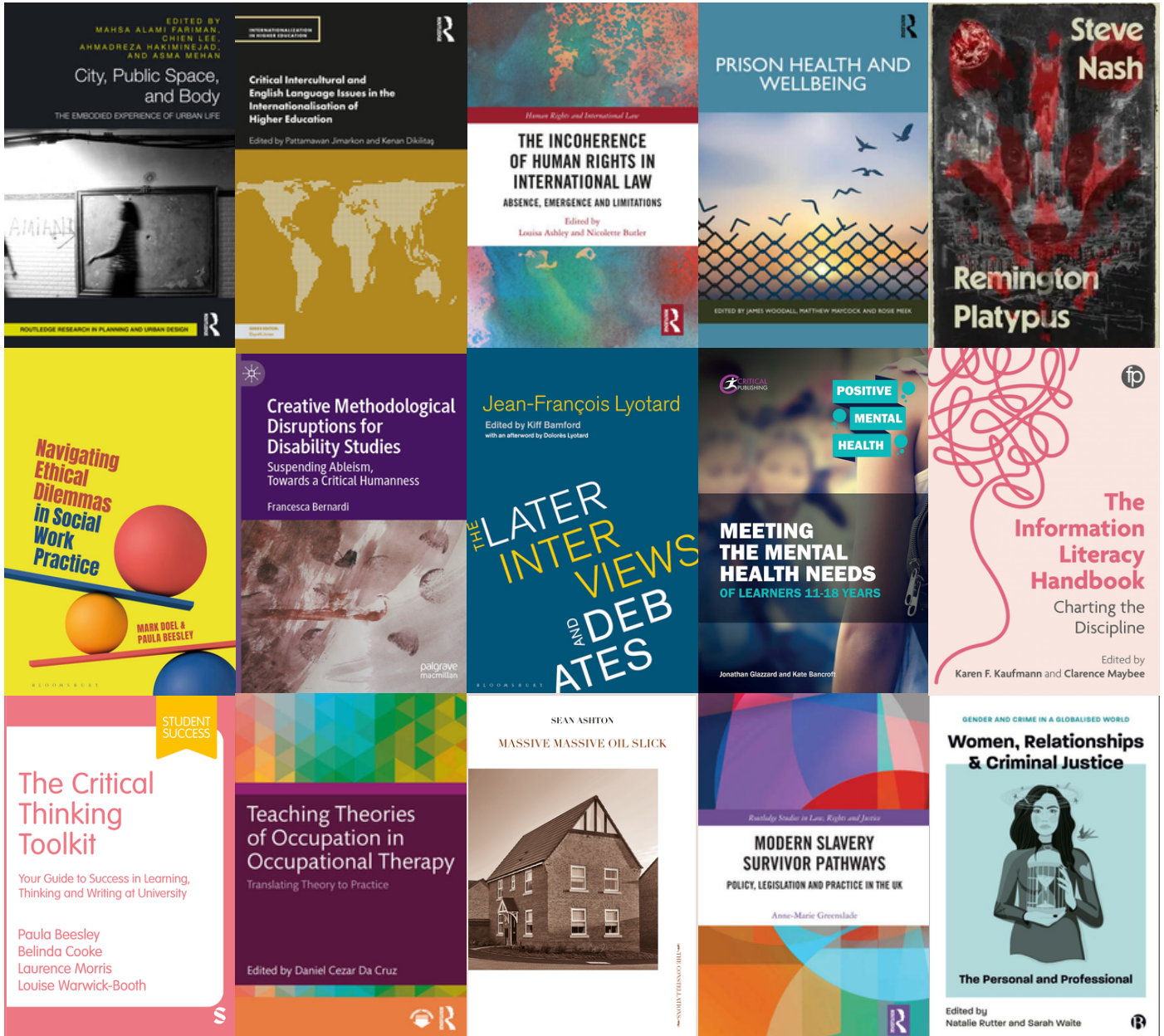
WHERE TO FOCUS YOUR TIME

- Introduce the **Library physical spaces** to your students and encourage them to visit throughout the academic year. Talk to us to arrange using Library spaces in creative or innovative ways.
- Embed sessions from the **Academic and Digital Skills Framework** within core modules of all courses. Academic Skills Advisors are linked to Schools and can provide guidance – contact Will Connell to find out more for CSS or book sessions directly.
- Encourage all students to complete the appropriate MyBeckett **Academic Induction Module**. See our Inductions information webpage to find out how to bulk enrol your whole cohort onto these.
- Be confident in using **MyBeckett** effectively. Speak to the Digital Learning Team for bespoke training opportunities.
- Fully utilise your **Online Reading Lists**, ensuring they are up-to-date and meaningful for students. The Academic Engagement Librarians can provide training and advice.
- Contribute to a coherent and compelling research profile through engaging with the Open Research Team, updating all staff profiles, research and data outputs.

COMING UP IN 2026-27

- **DigiHub**: a focal point for digital capabilities development for students and staff
- Expanded support for students and staff in the use of **generative AI**
- Improved **Library website**
- New **RapidILL system** for faster loans from other institutions
- Ground floor **refurbishment** of the Sheila Silver Library
- New **Academic Skills spaces** at both libraries
- Increased support for **Research Data Management**

A SAMPLE OF BOOKS FROM LEEDS BECKETT AUTHORS, 2025-26



Clicking on the cover of each book will take you to the Discover record for more information.

Contact [the Academic Engagement Librarians](#) if you have a new publication and would like to collaborate with Library and Learning Services with its promotion.



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