Audit of walk-in access for members of the public to online resources at Higher Education and Further Education libraries in the South West of England

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Executive Summary

This SWRLS-funded project aims to analyse and evaluate the extent to which Higher Education (HE) and Further Education (FE) libraries across the South West region of the United Kingdom provide walk-in access to electronic resources.

The information presented within this report is derived from the findings of a survey questionnaire of librarians from across the South West region. Visits and phone interviews were subsequently carried out with selected institutions providing walk-in access. From those institutions providing, or intending to provide, walk-in access three detailed case studies are presented in section 5.1. These include details of technical implementation, access procedures and evaluation. A further three telephone interviews are presented in section 5.2.

Out of 41 institutions 34 responded to the questionnaire and of these six provided walk-in access, all of these being HE libraries. Findings of the survey reveal that in the majority of the six institutions a walk-in access service is not actively promoted. Potential audiences are not actively identified. Information about walk-in services and which resources are available to use within HE or FE in the region is currently hard to discover. There does appear to be some desire to provide walk-in access but the report identifies IT difficulties and legal issues over licences as particular barriers to implementation.

Information about those institutions which currently provide walk-in access to their online resources is provided both in this report and on the SWRLS web site.

Recommendations include:

- Further Education Institutions (FEIs) and Higher Education Institutions (HEIs) in the region should consider offering a walk-in service, and identify potential users of such a service.
- Institutions should use institutional policies as a driver for change or use implementation of walk-in services to drive institutional policy.
- Those offering, or intending to offer, a walk-in service should target marketing appropriately to the identified audience.
- Close liaison with institutional IT staff during implementation and planning stages is necessary and advisable.
- FEIs and HEIs should consider using the eduroam (education roaming) access service as a support for educational partner staff and students in addition to walk-in access for the wider audience.
- National and regional bodies should encourage and provide advice and support to individual institutions to establish their own walk-in service, including technical information and expertise.
- National bodies negotiating and working with service providers should aim to provide more clarity and standardisation concerning walk-in access entitlements within electronic resources licences.

A number of recommendations are directed at SWRLS, including:

- SWRLS should share this report more widely with other regional and national initiatives identified within the report to feed into a more integrated policy toward walk-in access and its goals within the UK educational sector.
- SWRLS should maintain a current directory of institutions offering walk in access on its website.

Though having a good response rate the report is limited to the HE and FE sectors and does not incorporate the wider provision by public libraries and others. It is also focussed on the South West region in particular. As such a further recommendation is included:

- Collaboration between sectors should be encouraged: HEIs, for example, could support local FEIs in setting up a service; HEIs and FEIs could move towards providing a wider community resource by supporting public libraries.

1   Introduction

This SWRLS-funded project, led by the University of the West of England (UWE) and supported by the University of Bristol and Yeovil College, reviewed the mechanisms in place, and being developed, in further and higher education libraries, to provide walk-in access for the general public to electronic resources whose licences permit this use.

Educational and research materials are increasingly available, and being purchased by academic libraries, in online format only. This means that, unlike their print equivalents, they are not easy for academic libraries to make available to the general public and therefore people are being denied access to information they might previously have used.

By investigating how academic institutions are developing solutions to provide access for the general public to electronic resources they are permitted to use, this project will share IT expertise and ideas so that potentially all FE and HE institutions can make their resources available.

The aim is to support widening participation and community education within the region as not only will technical solutions be found to access the resources but the project will promote which resources are available where, when the respective libraries are open and what is needed to gain access.

The aims of the project were to facilitate the provision of public access to educational / research materials that are increasingly available in online format only, thereby supporting widening participation and community education within the region through the sharing of information and expertise. This would be done by:

- Conducting an audit of current policies and practices in HE and FE libraries relating to the provision of walk-in access to certain online resources.

- Sharing information between people in FE and HE libraries who are working on IT solutions for appropriate access so that others can model the best and most appropriate practice.

- Promoting the resources and access policies available in the region's FE and HE libraries through a web site/directory detailing this information.

- Producing a report summarising the outcomes and a directory with more detailed information about walk-in access to online resources in the region.

Funding for the project was provided by SWRLS, the South Western Regional Library Service, which "exists to act as an advocate for libraries and promote cooperation between libraries across all sectors in the South West and the Channel Islands". [1]

"Walk-in access" has become the accepted way of referring to the practice of providing members of the public with access to online resources to which an institutional library might

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[1]Taken from SWRLS website [http://www.swrls.org.uk/]

subscribe. Alternative, and more "politically correct", designations might be "visitor" or "guest" access or use/users, but we have retained the use of "walk-in" for consistency.

The project was managed by UWE Library Services and supported by the University of Bristol and Yeovil College libraries.   The Steering Group met a couple of times during the course of the project and communicated regularly by email, supported by access to a SharePoint site which was set up for the project.

2   Context

At about the same time as this SWRLS-funded project was taking place, Steering Group members became aware of similar projects led by SCURL (Scottish Confederation of University & Research Libraries) and SCONUL (Society of College, National & University Libraries).

The SCURL project, set up in 2010, is seeking to implement walk-in access to e-resources subscribed to by Higher Education Institutions (HEIs) in Scotland. The SCONUL WATER (Walk-in Access To E-Resources) project, set up in 2011, will encourage wider provision of walk-in access to e-resources in HE libraries. The outcomes of our SWRLS project may be of interest to the SCONUL project in particular and contact has been made with the project manager to share experiences.

Prior to this project the University of the West of England had been involved in a major internal project to identify which online resources could be accessed by students studying on UWE courses at partner institutions both in the UK and overseas. As a by-product of this work information was compiled about resources which could be used by members of the public under "walk-in" access provisions

Walk-in access, i.e. providing access for the general public to online resources, is clearly a live issue within the HE sector in the UK. We wished to undertake an audit of what is happening in the South West and to extend the investigation to FE as well.

As part of the previous UWE project 14 UK HEIs that offer walk-in users access to electronic resources were contacted. The following information is taken from the replies and from the library web pages of those which responded. The measures taken by these institutions are an interesting guide for others considering introducing walk-in access, though there will be some areas in which individual institutions may wish to take their own policy and procedural decisions.

- **Acceptable Use Policies (AUPs)** – there are standard points that appear in most institution's AUPs, for example information on copyright and acceptable use of computers, general guidance on using the library, and information specific to Walk-In Users (see appendix 8.4 for a sample AUP).
- **Licences, provisions and restrictions** – institutions need to keep on top of restrictions and conditions of individual electronic resources' licences. Licences should be checked on a regular basis.
- **IT issues** - a common approach is to use a designated terminal that is only for Walk-In Use, and blocking URLs of non-permitted resources on this machine (or blocking the IP address of the machine). In a number of institutions, library staff log into the computers, so that Walk-In Users are not aware of the username and password (and hence cannot log on when not on campus).
- **Interface** – some institutions seem to rely on blocking access to non-permitted resources from designated terminals. This could have implications for other groups of library users (e.g. by reducing the number of PCs available to them). Many institutions present Walk-In Users with a hyperlinked list of resources that they are allowed to access.

- **Staff time and usage** – little work appears to have been done on monitoring usage. No library responded that they had been overwhelmed by numbers of Walk-In Users – uptake is generally slow but steady.
- **Other issues** –recommending that Walk-In Users check which resources are available to them before they visit the library.

Access to online resources in the local community

The prospective walk-in user population, i.e. members of the public, have access to a number of online resources through membership of local public libraries, most of which can be accessed at home as well as in any public library building. The *cyberLibrary* website (http://www.plymouth.gov.uk/homepage/leisureandtourism/libraries/cyberlibrary/clreferenceonline.htm) hosted by Plymouth public libraries provides more information and links to all library authorities in the South West.

Literature review

A number of reports were consulted during the course of the project. Details are provided in the bibliography. These provided useful background to the project and illustrated how providing access to online resources has been addressed in other parts of the UK.

3   Methodology

The principle aim of the SWRLS walk-in access project has been to find out to what extent HE and FE libraries in the South West provide access to electronic resources and the methods that they employ to provide this service. It was decided that all FE colleges and universities in the South West would be surveyed and a shortlist of colleges and universities across the South West was created (with the addition of several SWRLS associated members outside the South West).

3.1   Questionnaire

It was decided that a questionnaire or survey would be the most applicable method for gathering information and views for a number of reasons. Firstly, the South West is a large geographical area and a questionnaire that could be emailed to all FE and HE institutions was deemed the most time-efficient, cost-saving method. The questionnaire could also quickly distinguish which FE and HE institutions provided electronic access to walk-in users. The start of term is the busiest time of the year for many institutions so our research, undertaken in September/October, had to involve an activity that did not require a lot of time from institutions in order to gather the highest response rate. It was deemed that a 10-15 minute questionnaire would be an acceptable method for gathering information. Once the questionnaire had been devised, it was discussed within a steering group meeting and a format agreed. The questionnaire was to have two parts to differentiate answers for those institutions that do provide access and those that do not. This would enable easier analysis of the results and would save time for those filling out the questionnaire as they would only be required to fill out one half. Initially the questionnaire favoured narrative answers, but to aid quick completion by respondents, tick boxes were used for most questions with space for narrative answers where appropriate. Fewer tick box options featured in the second part of the questionnaire where we aimed to discover the methods of those that provided electronic access for walk-in users. The objective was for educational establishments to explain and describe their experiences in setting up the service, the benefits and challenges that they had experienced and the technical processes involved.

Once the questionnaire design had been finalised, a covering email was created that explained the aims of the project, what the project would entail, how we can define the term 'walk-in user', an assurance of confidentiality and a deadline date for responses. The questionnaire was attached to the covering email and sent out to 41 institutions at the beginning of September with a deadline date of 30 September 2011.   Once responses were received, the results were displayed in an excel spreadsheet for analysis. Institutions that did not respond by the deadline date were sent a reminder email and in some cases, an alternative contact name was sought. By the end of October 2011, 33 (80%) had responded to our questionnaire; a further response was received in January 2012. Our gratitude extends to all the institutions that responded to us during a particularly busy period.

3.2   Case study visits

Of the six institutions that provided walk-in access, the project chose two institutions that had implemented two very different methods for their walk-in access service. It was felt that to see first hand how the service operated from staff and visitors' perspectives would be extremely valuable. A face-to-face visit also allowed project members to discuss openly the service in place at each institution and to ask further questions about the service to staff that

had had key involvement in creating and managing the service. This enabled a more in-depth investigation into the methods chosen and how the library facilitated this service. It was felt that by visiting two institutions we could gain a better understanding of the service and write up a more accurate and detailed account. A face-to-face visit would also provide an opportunity for networking and building stronger relationships.

3.3   Telephone interviews

Telephone interviews were conducted with the other institutions which provide walk-in access. The summary of these is in section 5.2.

3.4   Follow up

Where results/responses were unclear or further information was required, institutions were emailed for clarification.

4   Results and findings

The questionnaire was divided into two parts; part one was to be completed by institutions that *do not* provide walk-in access while part two was designed to find out the methods and experiences of those institutions that *do* provide access.

Out of 41 HE and FE institutions identified in the South West, 34 responded to our questionnaire about walk-in access to electronic resources in their libraries. Of these respondents six provided walk-in access, one of whom has since withdrawn the service, owing to inappropriate use, but is included in the results.

Another institution indicated that they had every intention of implementing walk in access soon and is included as a case study though not in the results for those providing walk-in access.

Appendix 9.3 provides detailed information about the five institutions which currently provide access and how members of the public can make use of their resources.

4.1   Institutions that do not provide walk-in access

Out of the 34 institutions that responded to our questionnaire, 28 institutions indicated that they do not provide walk-in access to electronic resources, which equates to just over 80% of those questioned not providing the service.

When questioning the 28 institutions that did not provide a walk-in service whether they were considering implementing this service in the future, two thirds of institutions had no plans for implementation, with one third hoping to provide the service in the coming academic year or at some point in the future.

Figure 1 – Do you have plans to introduce walk-in access to users?
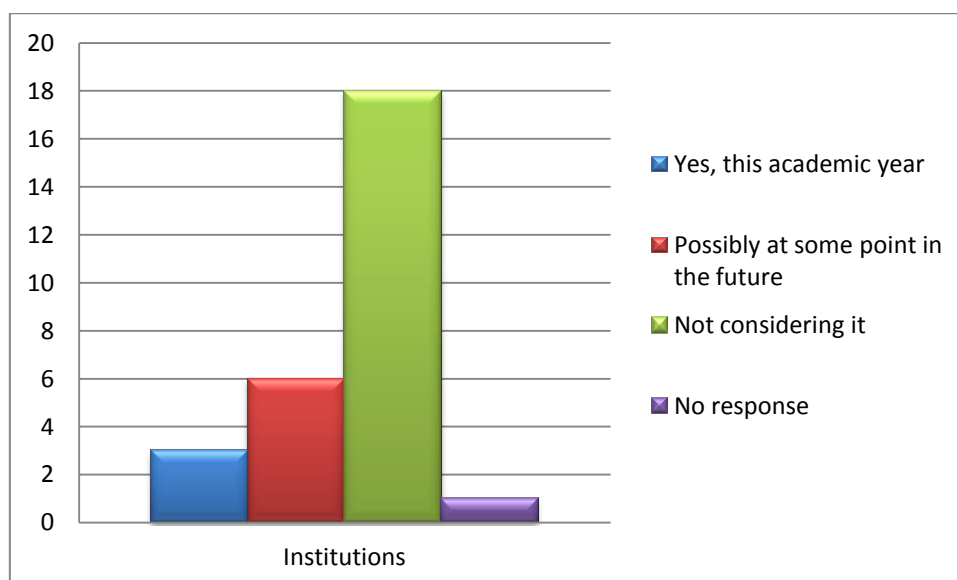
The questionnaire investigated how often institutions received requests from walk-in users to access electronic resources. Very few institutions received requests with 23 out of 28

institutions (82%) rarely or never receiving requests. Figure 2 illustrates that one institution received requests daily with three institutions receiving monthly requests (one institution did not answer this question).

Figure 2 – How often do you receive requests from walk-in users to access electronic resources?
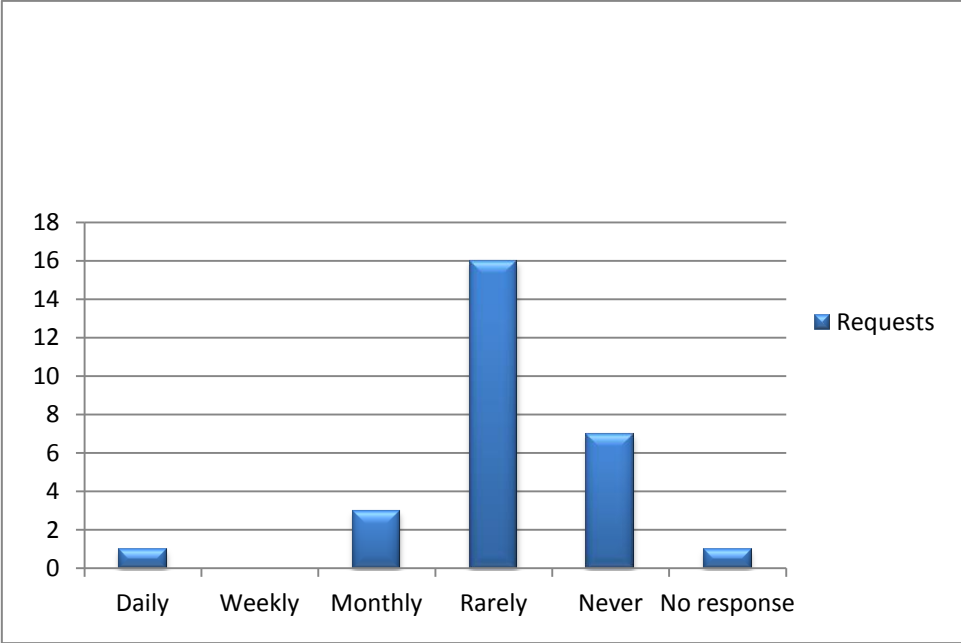
When investigating the reasons preventing institutions from providing access to electronic resources for walk-in users, a variety of potential issues were listed and institutions were encouraged to tick all that applied.

Figure 3 – What has prevented you from providing access to resources for walk-in users?
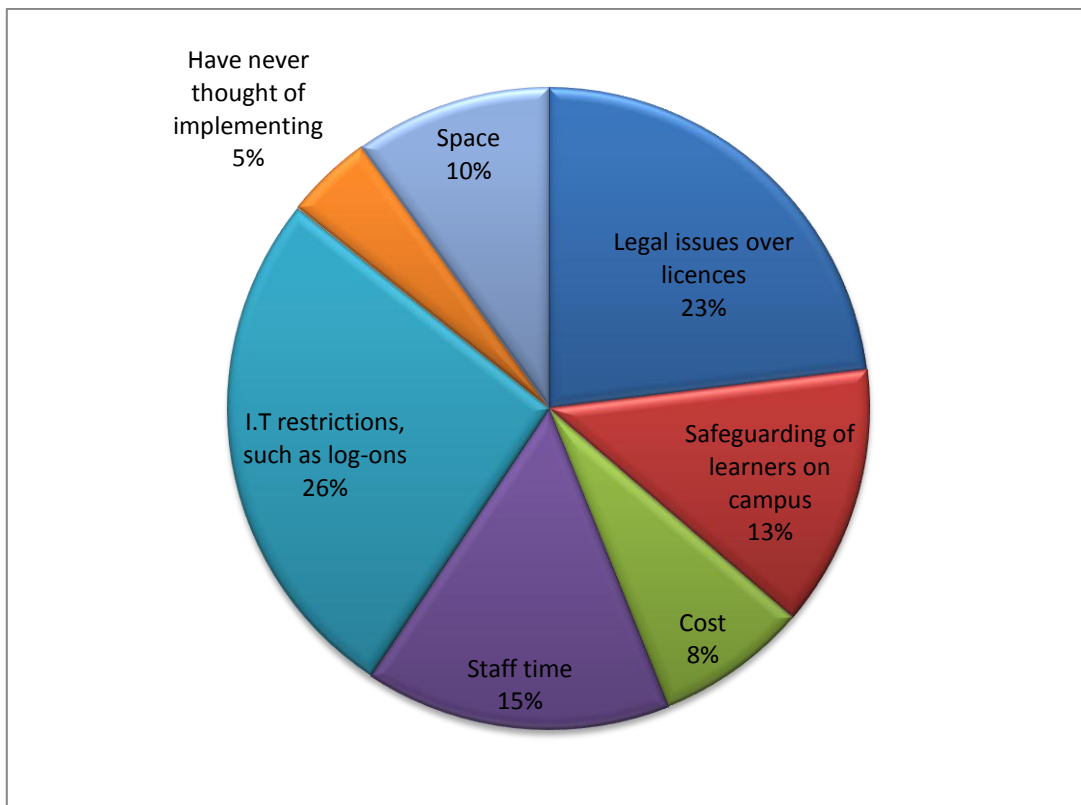
As seen in figure 3 above, IT restrictions are the biggest barrier to institutions providing walk-in access to electronic resources. This is closely followed by legal issues over licences. These two factors equate to 49% and are clearly the most significant barriers for institutions to overcome. Staff time and the safeguarding of learners on campus received moderate responses with 15% and 13% respectively. Ten percent of institutions cited that space would be an issue within their library for setting up the service and 8% claimed that the cost of setting up the service would prevent implementation. Five percent of institutions claimed that they had never thought to implement a service for walk-in users to access electronic resources.

In terms of what drivers/motivating factors might influence an institution's decision to provide access, the responses varied. The biggest driver would be the simplification and standardization of licences and their legal frameworks.

> "Simplification/standardization of licences - too many to trawl through at present." (questionnaire respondent)

In addition, several institutions stated that if their key institutional policies and strategies focused upon engaging with the local community, this would be a significant motivating factor in providing walk-in access to the public

Another key driver would be increased demand for the service. As discovered earlier, the demand for walk-in access has been relatively low for many colleges and universities but if demand increased, institutions would be more likely to consider implementation. One librarian commented:

"A move by other academic libraries to open up walk-in use might help change of policy."

Two institutions noted that future business from walk-in users would encourage them to provide the service. In addition, two institutions stated that if there was national agreement, this would be a driving factor in providing access. Quick and easy IT solutions were also noted by one institution while an increase in funding was stated by two. Partnership agreements and the inclusion of the service in a learning resource strategy would also encourage institutions in the South West to implement walk-in access.

Institutions that do not provide walk-in access were asked whether they referred users to other libraries for electronic access. Eighteen institutions do refer users to other libraries and in the majority of cases this is public libraries. Six institutions do not refer which equates to over 70% of institutions referring users onto alternative facilities.

4.2   Institutions that do provide walk-in access

4.2.1   Procedural aspects

Of the six institutions that provided walk-in access to electronic resources, one institution did not place any restrictions on potential users of the service. However, all other institutions stated restrictions such as banning commercial use of the service, allowing access to only the institution's databases and not its partners' and allowing walk-in users access on evenings, weekends and vacations only. Two institutions stated that users between the ages of 16 and 18 would need a parent/guardian to sign an Acceptable Use Policy on their behalf.

Five of the institutions that provided access require users to sign an Acceptable Use Policy that details terms and conditions of use (see figure 4).

Figure 4 – What documentation do users sign that allows them access to your system/resources?
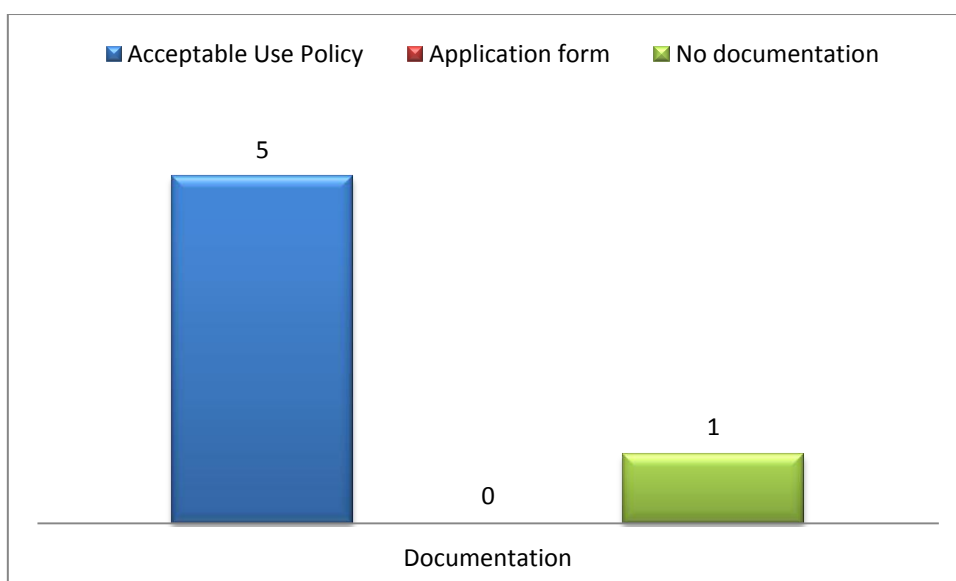
In addition, two institutions also stated that they required proof of ID (such as a driving licence).

4.2.2 Technical aspects

It has been a key objective of the project to find out how institutions technically provide access to electronic resources for their walk-in users. The methods employed across the institutions that do provide access and an institution that is planning to vary but there are similarities between the methods that have been chosen.

Methods of access used by respondents can be broadly divided into the following –

Dedicated terminals – open access	Dedicated terminals – login	Any terminal - login
Terminals set aside in the library, restrictions on access via Firefox extensions and EZ-proxy	Terminals set aside in the library – login issued to access terminal, restrictions on access via EZ-proxy for one respondent or Classic Athens for another	Temporary student logins are issued allowing the walk-in user to log onto any student terminal. Restrictions on access via Shibboleth profile associated with login

One institution states that:

> "We used to have address restrictions and temporary logins. This summer we are keeping our fingers crossed that IT will remember to include it in the machines that used to provide access… We feel it is important to provide access to walk-in users. We provide less printed information on the shelf and so this sort of makes up for it."

Placing address restrictions and providing temporary log-ons is also the plan for another institution.

> "We will be using a set aside terminal (which can be switched back into a standard student PC). We are planning to use software, similar to parental controls, which will block IP addresses of those IP-authenticated resources which do not permit walk-in use. There will be temporary log ins for the computers... Also we decided that using a set-aside terminal would provide us with a technical solution to preventing access to non-permitted IP authenticated resources."

Two other institutions stated that they also use temporary log-ons for a limited period of time, for example:

> "IT provide a temporary log on and access is limited to one PC opposite the helpdesk… Access is via a secure EZProxy server which requires authentication through the active directory. The IT [department] generated passwords [to] allow for this. Restriction to the PC opposite the helpdesk enables staff to monitor use and ensure it is in line with the acceptable use policy."

However, one institution does not provide temporary log-ons and instead allows access on 20 computer terminals in the library:

> "Access is enabled on 20 dedicated catalogue terminals using Firefox extension and EZProxy to restrict access to allowed sites…We didn't want PCs dedicated to walk-in

access because we didn't want students to see PCs they can't use, and there might not be enough of them for school groups. Also didn't want any admin, like issuing usernames/passwords."

Providing dedicated terminals in the library for walk-in users is also favoured by another institution:

"We have created a walk-in computer account, and a walk-in kiosk service which then logs them automatically into their Athens account, they then have a list of resources they are entitled to… [Our] University is committed to providing information to our community and being a force for good to the people of the city and region. Walk-in was just an extension of other library policies."

Half of the institutions that provided access have dedicated terminals for walk-in users whilst the other half prefer not to provide machines that home students cannot access. There are strong arguments for both methods, depending on whether library staff would prefer to be able to monitor walk-in users, whether the institution provides temporary log-ons and whether they rely on IP authentication to permit/allow access to resources. Some institutions chose a method that would be the quickest and most time-efficient solution, for example:

"Temporary logon assigned via the institution's academic network. A time limit is placed on the logon and the individual's details (name and address) are entered on the account. It made use of existing ICT systems so no new system, reconfiguration or training was required."

Of the institutions that provided temporary log-ons, the majority provided daily access as figure 5 demonstrates. One institution also stated that at the weekends, 24 hour access would actually increase to 48 hour access. The institution that no longer provides access stated that users were granted annual membership.

Figure 5 – if you provide log-ons, what level of access do you provide walk-in users with?
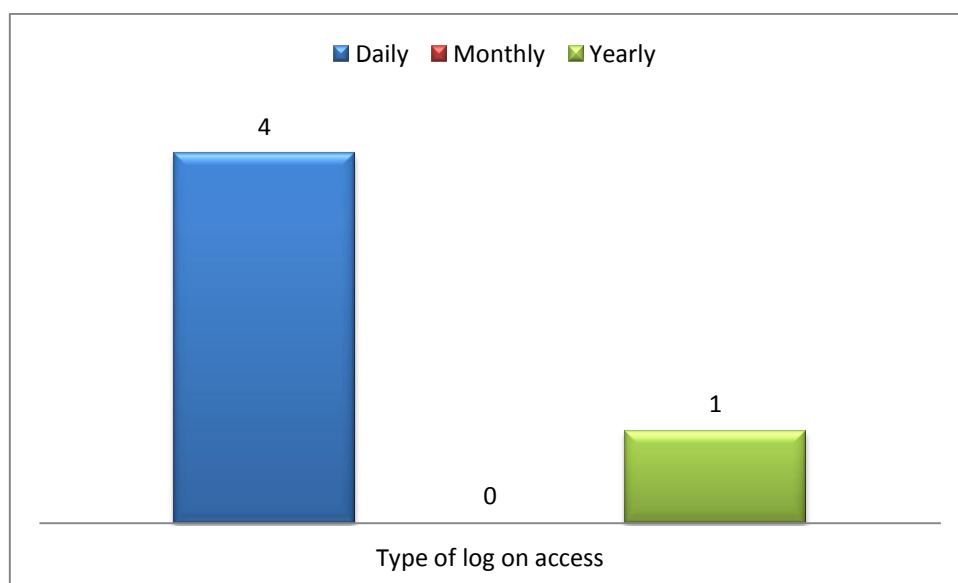
In terms of the technical barriers that institutions providing access have faced, IT restrictions and difficulties have been the most significant when introducing the service. One institution simply stated "IT - people and technical barriers." Another institution stated that:

> "The only technical issue has been in setting up a user profile for temporary accounts that provided access to only resources that allowed 'walk-in user' access. We are currently investigating how Shibboleth could be used as the default method of restricting access to walk-in users, due to difficulties in external authentication of temporary accounts, but this is a work in progress. Currently we only provide access to resources that are free or have unrestricted usage."

Providing Microsoft Office to its walk-in users has also been a problem for another institution:

> "Basic use of the Windows desktop software as the Microsoft licence can be read as not allowing access to their software for login, so we have limited what people can do. The introduction of a UK Federation / SAML authentication and authorisation service is going to be a problem as that will require a more 'active' login process that we may not be able to mask as well as our current system."

However, one institution did not appear to face many technical barriers:

> "Used existing system for catalogue thin client terminals, so just needed Unix system admins to install Firefox extension and make some minor changes to Ezproxy."

Two institutions stated that they had not faced any technical difficulties when implementing the service. Both the institutions that had set up walk-in access easily had used methods involving a temporary log-on that was provided by their IT department.

Figure 6 illustrates who each library needed to involve when implementing the service. IT Services was stated by six institutions (this includes the institution that no longer provides walk-in access) with two institutions indicating that they also required involvement from the wider institution (such as managers). This clearly demonstrates that all institutions required support from staff external to their library service to accomplish a walk-in service.

Figure 6 – Who did you need to involve apart from library staff?
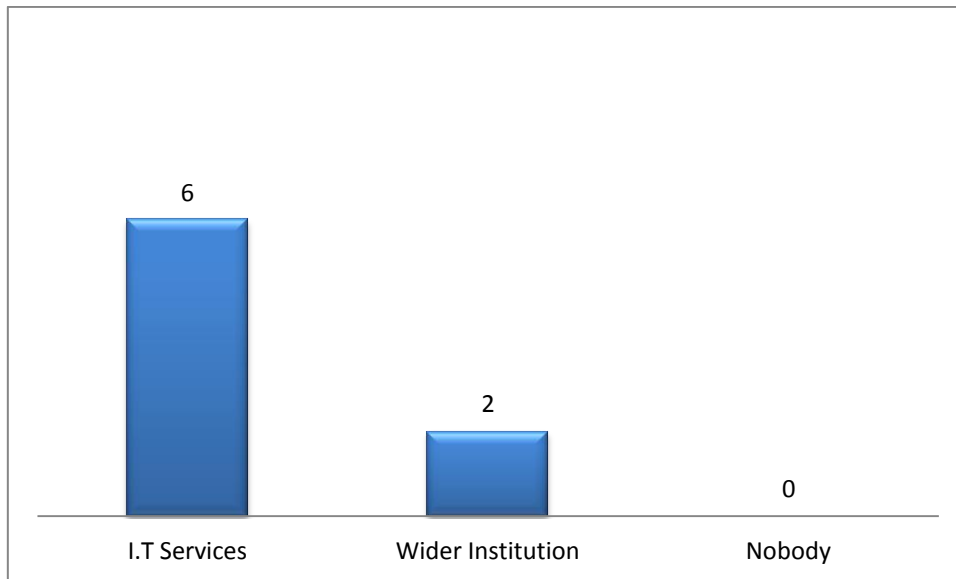
An institution planning to provide access in the coming months stated wider sources with whom they had made contact:

> "We contacted Joint Information Systems Committee (JISC) for some guidance, and also some of the resource providers for clarification. Also a colleague from the institution's contracts and legal team for guidance on the wording of our acceptable use policy. Our equality and diversity unit also advised on the name of the service (which will be 'guest access to online information resources')."

The institutions that do provide access indicated a wide and varied range of resources/equipment/technical expertise that they required when implementing the service. Two institutions stated that they did not require any further equipment, resources and technical expertise and that the current IT infrastructure was all that they required, for example:

> "None - access is provided through the institution's existing academic network, supported by the ICT services department."

Other institutions required technical expertise such as a "gateway to enable creation of passwords which were authenticated." Another institution required a "Unix system administrator." Staff time was also noted as a resource along with IT equipment:

> "Library staff time - in terms of reading through licence agreements to identify which resources permit walk-in use. Time and expertise of Library IT team in coming up with and implementing a technical solution. Legal and equality/diversity expertise… One additional PC to be used at one campus offering walk-in user access (I think this is actually an old machine that is being re-purposed)."

When discovering whether institutions allowed their walk-in users to print material, five out of six institutions that provided walk-in access to electronic resources allow their users to print documents. This is extremely encouraging and illustrates a high percentage of institutions that have found a way of providing this service. In terms of allowing walk-in

users to save documents, over half of institutions that provide access can facilitate this. Finding a viable method for saving material has clearly proved to be more of a challenge than printing material. Three institutions were able to provide this service (one had provided the service in the past but did not provide walk-in access any longer) whilst two institutions could not allow users to save documents and one institution was not yet sure.

4.2.3   Resources

When asking institutions how they inform their walk-in users of what resources they are allowed to access, most institutions provide a list of permitted resources on their library website. However, one institution provides a print-out when walk-in users complete the application process. One institution provides a list of their resources which are *not* available for use by walk-in users.

Figure 7 – Do you have a list of resources that walk-in users are permitted to access?
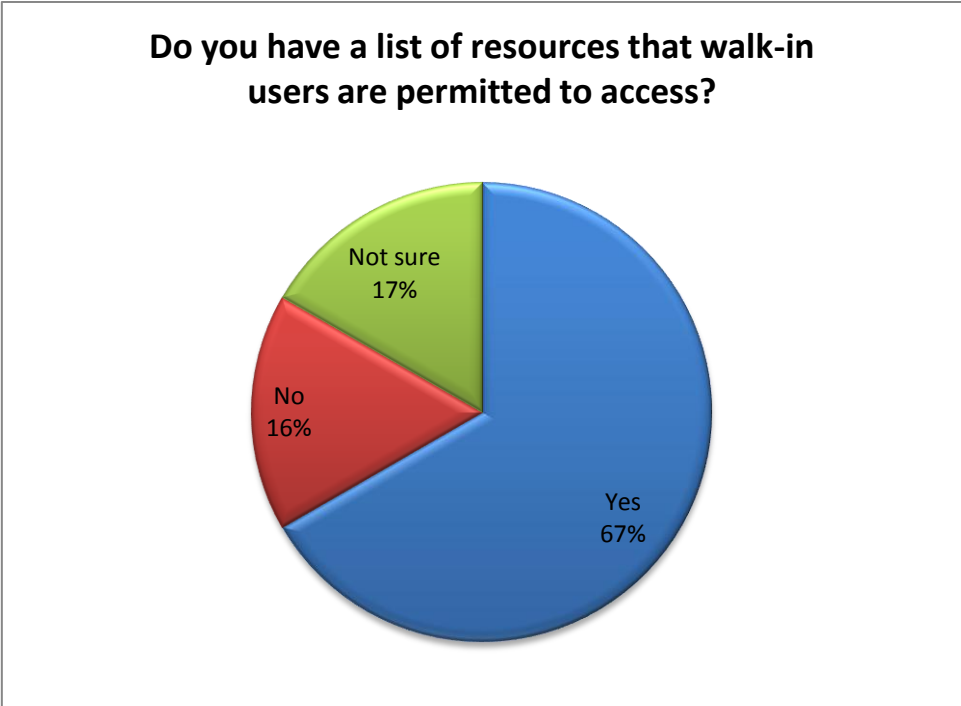
Regarding promotion, most libraries do not heavily promote their walk-in access service, for example:

> "Very poorly! It is on the website but that is all so far. I am waiting to make sure IT can do this for us before thinking about what to do if they manage to."

Another institution chose to focus promotion of the resource in the library itself:

> "There is a page on our library website and some information on the library leaflet and external borrower leaflet."

One institution also stated that they had reached out to other educational establishments:

> "Mentioned on web pages for visitors; informed tutors for validated courses in FE colleges; informed regularly visiting schools."

Another institution did not wish to promote the resources and instead provided the service when requested. The institution that no longer provides walk-in access stated that the service was not something they wished to actively promote. Another institution added:

> "We have no target; our aim is to make this available to those who want access, not to really promote it as a separate service."

The general consensus from questioned institutions is that the service is not something that the library actively wishes to promote as their priority is to their home students and staff. However, most institutions provide information about the service on their web pages. Many institutions are aware of the problems that may occur if the resource becomes too popular and the impact that this will have on their own students and library staff.

4.2.4   Uptake of walk-in access

One area of the questionnaire received unanimous results and this is with regard to the uptake of the service. All institutions providing walk-in access stated that uptake has been low, this is perhaps unsurprising given the aforementioned reticence to actively promote the services provided. One institution stated:

> "Not measured, but uptake hasn't been significant. It's felt to be a 'nice to have' rather than a 'must have' service. It is mostly benefitting school groups."

One institution states:

> "Take up has been low and varied from holiday makers to visiting staff from other institutions. No target in mind."

In terms of any problems and limitations with the service, a few institutions stated that they had not encountered any problems with their methods, for example:

> "There have been no operational issues with the current method, it is easy to administrate and maintain as it makes use of existing ICT systems and usage is relatively low."

The institution in question provided access by creating temporary accounts, populating the walk-in user's information and allowing the user to use any computer in the library.

However, other institutions noted problems and technical barriers, with one institution stating that:

> "We do ask for 24 hour notice so that we can ensure paperwork and passwords are ready for collection. Usage levels mean there has been little impact on staff time. We would like to be able to offer access to X resources but there are a series of technical issues which IT services across the two institutions are exploring."

Another institution felt that the inability of users to print or save documents due to technical barriers was their main service limitation but that there had not been a high demand for this facility. The institution that no longer provides access shared their main problem that ultimately led to the service being withdrawn:

> "When we did it, the physical monitoring of usage was not enough as typically external users would come in at night when IT Services weren't here to monitor activity. It required quite careful physical monitoring by centre staff as to what the users were doing/accessing - which turned out to be highly inappropriate."

One institution added that their main problem was removing a PC from student use. However, due to the low demand for the service and encouraging walk-in users to access resources out of hours, this perceived problem did not come to fruition.

4.2.5 eduroam

The eduroam service for HE and FE staff and students (see Appendix 8: Glossary) removes the need for a 'walk-in' service for those particular groups of potential users.

When questioning institutions who provided walk-in access as to whether they also provided eduroam, 66% of institutions indicated that they did.

However, not all institutions that have the service in place can allow walk-in users access, for example:

> "Yes (but not for the walk-in, they have to use our single PC)."

Of the institutions that did not provide eduroam, half would like to do so in the future.

4.3   Conclusions

The key trends emerging from the results indicated that institutions that do *not* provide electronic access to walk-in users are not receiving sufficient demand.   This is contrary to anecdotal evidence from colleagues in public libraries and elsewhere which suggests there is significant hidden demand. In addition, IT restrictions and barriers along with complex licensing regulations deter institutions from providing this service. Of the institutions that do provide electronic access to resources for walk-in users, the majority of libraries provide users with temporary log-ins. Most establishments require users to sign an Acceptable Use Policy. Half of the institutions that do offer access provide a dedicated terminal for their walk-in users, while other institutions allow users to use any computer in the library. There are distinct advantages and disadvantages for each method. All institutions claimed that they did not promote their walk-in access service heavily which led to low demand for the service.

4.4   Key themes and implications

The survey identified a relatively small number of Higher Education Institutions (HEIs) and no Further Education Institutions (FEIs) that are offering walk-in access to their online resources in the region. Furthermore, none of the institutions that offer the service actively markets it, and there is little audience targeting. The survey also identified technical barriers as a major issue for not implementing a walk-in service.

One of the key intentions of this report is to improve and extend access for the wider community to online resources available through further and higher education institutions. Collaboration between sectors is also encouraged: HEIs, for example, could support local FEIs in setting up a service, while HEIs and FEIs could move towards providing a wider community resource by, for example, supporting public libraries.

This report also encourages the sharing of best practice with regard to expertise both technical and licence related in setting up and managing a walk-in service.

The report's findings suggest that there is a concern amongst institutions, both those that currently offer a walk-in service and those that do not, that demand may increase to such a level that support mechanisms may be stretched. Anecdotal evidence also suggests that there may be a training element required when supporting those wishing to use such a service, which also might discourage institutions from promoting the service.

Recommendations within the report encourage clear audience identification and promotion in line with institutional objectives and policies, and encourage institutions to look upon those interested in using their services, including online resources, as potential students, learners and employees, in order to increase participation.

The outcomes of this report will be shared with other regional and national projects with the intention that further sharing of resources is encouraged, alongside fostering a broader approach to the impact of walk-in access with regard to the wider community focusing on the merits and requirements of lifelong learning and community engagement.

5 Case studies

5.1 Site visits

5.1.1 Case Study A

History of the service

The service has been provided for approximately 3-4 years. The provision of access to electronic resources was first introduced at a time when the library and IT teams were merged together; they subsequently split two years ago. The town centre campus receives more frequent use from visitors than the other campuses. The University does not promote the service or actively advertise it as they do not want resources for current students to become restricted. Staff member A stated that there were two reasons why the service was implemented:

- The University's remit is to be at the centre of the community. Therefore if individuals wander in and wish to use resources, the university can provide access and control use.
- The service provides a way of resolving access issues should a student have problems with their log-on when they first enrol at the University. It allows the student to gain the access they require to some resources whilst their log-on is sorted out.

How does it work?

Access is provided via Microsoft Active Directory; a local authentication/authorisation system. Library staff have an icon on their desktop that they click on to start the process and instructions are clearly displayed. This application populates information about the user into pre-prepared network accounts. There are three types of accounts suitable for: children; hosting events; guest users. The institution classes users under the age of 18 as child users and consequently they have a "locked down" account. For each campus, there are 10 accounts set up for walk-in access and they have never required further accounts. Front-line staff (all staff receive training on how to set up access) populate accounts with details from the visitors such as their name, address, telephone number and email address. The account expires at midnight. Front-line staff will also check some form of ID to establish the identity of the walk-in user and accounts can be set up in a matter of minutes. Users also sign an Acceptable Use Policy. Staff member A stated that as far as they knew, they had not received any queries about the service via the telephone. Once the account details are populated, the front-line member of staff resets a password for the user – usually their date of birth.

Once walk-in users have logged on, they have access to a wide range of resources, but for those that they do not have permission to access, they will be unable to authenticate themselves and permission will not be granted. Most of the University's electronic resources are accessible to visitors. The University uses Shibboleth but prior to this used Athens DA. The library informed the IT department of the resources that walk-in users are permitted to access and the IT department facilitated this. All computers in the library can be used for walk-in access and, as such, sites are not controlled by IP authentication. Visitors in addition have access to the internet, disability software and the Microsoft Office software package. However, specialist software available to students in PC labs is not permitted for visitors.

The University library receives SCONUL user visits and receives requests from a few of their students asking for SCONUL access in other university libraries. Staff member A noted the problems with providing access to private university partners and users from these partnerships would have to be able to justify their need for access. Different types of partnerships determine the resources to be accessed and staff member A noted the difficulty in distinguishing this and discussing the permitted resources with partners. Students enrolled on foundation degrees taught at partner colleges have accounts provided by the IT department. The University has now appointed a Partnerships Manager to facilitate and liaise with a range of partners.

eduroam

eduroam is used and staff member A discussed the clear benefit of this system for users of their library.

Conclusion

Staff member A envisaged the current walk-in access system to remain for some time and they were happy with its functionality and that the system in place required minimal intervention once set up. Staff member A summarised that providing access for visitors was not difficult but that determining the right method and managing it were the key challenges.

5.1.2   Case Study B

History of the Service

The provision of walk-in access to electronic resources has been in place at the University since the beginning of 2011. The library does not advertise walk-in access for internet use but the library does provide a webpage listing the resources that visitors can and cannot have access to. The service was primarily introduced due to feedback from students on validated/licensed courses from other institutions about their inability to access the resources that they needed.

How does it work?

The University allows 20 catalogue terminals to be used for walk-in access to electronic resources. The catalogue has a link on the right hand side that states 'access to resources for visitors'. Visitors can select the database/e-resource that they need from a list provided or they can search the catalogue and access the resource from this point, if the resource is permitted. EZproxy authorises access, separating resources into ones that permit walk-in access and ones that don't. SFX (openURL link resolver) links will go via EZproxy and the server recognises the sites that are permitted and grants access. If access is not permitted, a message will appear on the screen informing the user that the resource is only permitted for current students and staff. The University uses a Firefox browser with a kiosk mode originally commissioned by Brooklyn Museum which can block some URLs. The catalogue does not display whether the item that the visitor has identified is available for viewing; users can only determine this by either clicking on the resource or by searching for the resource in the permitted list. These methods will remain for the time being as the demand for the service does not justify further investigation and time. Staff member B stated that the University does not use Shibboleth very much owing to a variety of technical problems they have experienced with it.

Staff member B stated that a member of staff had investigated the individual licences for the e-resources and identified the resources that allowed walk-in access.

The University does not provide a method for saving or printing work for its walk-in users as they currently do not have a technical solution in place. If the University chose to provide this service to its visitors, it would reduce the number of resources that visitors could access as not all resources permit printing/saving. Each of the 20 catalogue computers that are in place for walk-in users have had Adobe Reader and Flash installed as certain resources required this for the page to be displayed correctly.

Walk-in users cannot access e-resources in the library during weekdays in term-time; they are instead allowed access during the evening, weekend and vacations. External users paying a subscription are allowed in at any time.

The University library has been unable to monitor use of the system as they do not provide log-ons, request documentation or administer identity checking in order to reduce administration for staff. Walk-in users do not need to sign an Acceptable Use Policy when using the e-resources as all other websites are blocked apart from the permitted resources. However, there is information on the visitor section of the library website.

Staff member B stated that organised school visits regularly use the resource and that the IT department were more keen for school students to use the designated catalogue computers than set up guest log-ins as this would require further administration and identity checking.

The library had not been provided with any concerns from walk-in users about their inability to print resources and staff member B stated that most users were simply relieved to be allowed access.

eduroam

The University has eduroam in place for library users but the resource is not promoted.

Conclusion

Previously, users that were undertaking validated courses based at partner institutions had been disappointed in their inability to access electronic resources. Staff member B stated that the new service would now have a positive impact on these users. The University does not monitor the use of the 20 catalogue PCs as it would be impossible to identify whether a user was a visitor or a student of the University. Staff member B stated that they could potentially attempt to monitor use via EZproxy but currently it is not a priority and they are not being used heavily enough to warrant this investigation.

5.1.3   Case study C

History of the service

The provision of a walk-in user service had been on this Library Services' agenda for some time, but practical steps began in July 2010. At the time of writing it was not active, but was imminent; it was felt the information about the process would be usefully shared in this case study. The main impetus for offering a walk-in user service was to support the wider institution's priorities of community engagement and widening participation. The Library Services' plan is to pilot the service for six months in two of its campus libraries.

As part of a wider project considering access to online resources by students at partner institutions, licence agreements were reviewed to identify which resources permit walk-in access. During this time the library contacted HE institutions who already offered walk-in access for information about technical implementation and uptake of the service and those experiences were used to inform aspects of this Library's service, such as the Acceptable Use Policy (AUP).

The Library designed the AUP document to ensure it met with the obligations of the resource licence agreements as well as to ensure walk-in users were aware of what is expected of them and to manage expectations of what the service would offer. Input on this document was solicited from teams within the University including the IT and legal departments. In addition, discussion with the University's Equality & Diversity Unit suggested that a more inclusive name could be found for the service – 'guest access to online information resources' was agreed upon.

Initial discussions looked at a set-aside terminal; however concerns about this were that it would mean a PC would be unavailable for use by current students and staff. The alternative would be to generate network accounts for each walk-in user that could be used on any PC in the library which would expire at a designated time (to prevent the log-in details being used off-campus, which is prohibited in the licence agreements). However, finally it was decided that using a set-aside terminal would be more straightforward to set up technically, and would only require two network accounts to be generated and maintained. The set-aside terminals are planned to include a 'switch' which will allow them to be turned back into standard student PCs when not in use by walk-in users.

The library clarified with JANET (UK) that it was permitted to offer walk-in user access on the network. The library then contacted the University IT department in October 2010. The library service has its own small IT team whose support had been invaluable; unfortunately this had not prevented the technical implementation of the service from being a long and problematic process.

Although introducing a walk-in user service was a high priority for this Library and was in line with key organisational objectives of the University, it had proved difficult to convince the IT department of its importance.

Staff member C suggested that some measures that might have mitigated the holdups would have been to better ensure everyone was clear about JANET's response to walk-in network usage, keeping up the momentum with regular meetings, and negotiating relevant administration access rights for library staff on machines to carry out work.

How will it work?

There will be a dedicated terminal which when not in use by a walk-in user will switch back to normal student use. Walk-in users will be issued with a temporary network account to log-on to this terminal after signing the AUP and presenting some form of identification. The network account username will not change between walk-in users, but a new password will be generated by library staff when a user is finished, in preparation for the next user. The walk-in user PCs are a version of a student PC which are 'locked down' to provide internet access only. Microsoft Office programmes have been removed from the PCs due to licensing restrictions. When the internet browser is opened it defaults to a homepage listing resources which walk-in users can access. These resources are hyperlinked, and if a resource is not included on the list then it does not permit walk-in user access.

An additional walk-in user group will be added to the institution's Open Athens groups. This will prevent walk-in users from accessing Shibboleth authenticated resources that do not permit walk-in users. Further work is planned to prevent walk-in users accessing IP authenticating resources which do not permit such usage.

Initially it will not be possible for walk-in users to print from the set-aside terminals, although the library feels that this should not be difficult to set up. This will need the involvement of the IT department.

eduroam

eduroam is not currently available at the institution. However, a pilot of this service is to be run in one of the faculties in the near future and eventually in the Library.

Conclusion

The initial work of identifying resources, designing the AUP and drafting procedures for library staff was felt to be relatively straightforward and was achieved within six months. However, this institution encountered numerous technical difficulties. Although these should have been easy to overcome, they have been time-consuming and long running. Although the institution felt that it had 'buy in' to the service from those parties who needed to be involved, and well defined communication channels between these parties, this did not prevent the introduction of the service from being delayed.

5.2   Telephone interviews

5.2.1   Telephone interview D

History of the Service

The walk-in user service was initiated in early 2009 at two of the University sites. The prompts for providing the service were an awareness that other institutions were offering such a service, that they became more informed of the possibility of this within the licences for the resources they held, and that, as 'it was possible', why not offer this. The service was relatively easy to set up with their IT department, possibly due to the existence of a general guest network account process (not giving access to library resources) already, upon which the walk-in access service was based.

The library promotes the service by information on the library website, and some information in the external borrowers leaflet, as well as another leaflet, but it is not actively marketed. There was no specific target audience in mind in introducing the service and actual users have varied, from visiting academic staff and ex-students to holiday makers. The service is not intended for regular users and is marketed for 'occasional' use, this is due to some licences being interpreted as indicating that regular use of the walk-in option is not the intention, as well as the small number of total PCs available at the campuses. Take-up has been low overall with perhaps half a dozen requests per year. The completed registration forms are kept for auditing purposes.

How does it work?

Prospective users of the service complete a downloadable form, which includes the Acceptable Use Policy. This is then emailed to the library, 48 hours prior to intended arrival so that username and password can be created by the IT department. The login is forwarded to the library where the user can then collect and sign the completed form on arrival. The guest access is limited to one visit one day, though this can be extended on a case by case basis.

Details of the resources available to the walk-in user are available from the information page about the service (and this is all the resources the University has, excluding the streaming resources).

One campus has a dedicated walk-in user terminal opposite the helpdesk, the location being specifically chosen to allow staff to monitor usage of the terminal and to ensure it is in line with the acceptable use. The other campus offering the service allows any one of its (few) terminals to be used. Restrictions on access from the terminals are managed by a secure EZProxy server which requires authentication through the active directory. The IT generated passwords allow for this.

Printing and saving information to USB devices is available to users of the service. Print credits can be added to the users login account but are not refundable.

The local IT services were involved in setting up the terminal, EZProxy and the log-ons, and there was little problem in getting this done.

There has been minimal staff help required for the few walk-in users who have used the service, and the service does not take up much staff time.

eduroam

eduroam is not used nor is it planned to implement this service.

Conclusion

The library staff interviewed felt that the service was implemented relatively easily with their IT department, helped by the existence of an existing guest access process. They felt that there was no strong market for the service and that it was primarily set up because there was capacity to do so. It is not actively marketed and is not used very much at all. They specifically chose to market it as an 'occasional use' service and some prospective users are put off by not being able to have ongoing access over a period of days/weeks. There was some recent internal discussion about the permissibility of the use of the JANET network by walk-in users which is ongoing. Success was felt to be limited, though the staff are happy with the way the service was setup and is running.

5.2.2   Telephone interview E

History of the Service

The walk-in user service was established within this library five years ago in recognition of the fact that many of the print resources were being withdrawn as the number of electronic resources purchased was increasing. This meant that people who had previously been able to access materials easily were, in effect, being denied access to the same information purely because it was in electronic format and needed an institutional login.

Information about the walk-in service is available on the library's web site. It is promoted to student ambassadors who go out into schools to talk to sixth form students about university life. It is also promoted through the education students who undertake teacher training in local schools and thereby raise the profile of the service to school students and teachers.

There are currently approximately seven walk-in users per year but there are increasing numbers of requests from local businesses for access to the resources.

How does it work?

As the library has a barrier controlled entrance visitors are issued with a Visitor Pass and therefore have to fill out a form with their name and address and to provide a photo ID. If they wish to use the walk-in service they also have to agree to abide by an acceptable user policy. A library staff member then logs into the PC for them with a walk-in account which is authenticated by LDAP and picks up a cookie for Athens. This scripted approach ensures that the access is secure. The library staff make a note of the date and time of this registration process.

Up to three PCs are allocated to this service but there has never been a need for more than one to be in use for walk-in access at any one time.

The PCs provide access to a Web browser only, since the Microsoft Office licence does not permit use by people who are not members of the institution. There is a list of resources that walk-in users can access. These are limited to those that are Athens authenticated. Any other non-Athens resources that permit walk-in access are not available as part of this service.

Walk-in users are advised to bring a memory stick if they wish to take away any information as the printing system is cashless and it is quite complicated for them to print. People can use the service as long as they wish whilst they are logged in. As the library is open 24/7 this could be a considerable length of time, but the average is around a couple of hours.

All the instructions and tutorials for the electronic resources are on the web site, but library staff will print off relevant guides in order to help people to use the resources. Other than this, the library staff have found that the walk-in service has not incurred any significant support requirements because users find the resources fairly intuitive to use. Business

Source Premier appears to be particularly beneficial for users who are researching social sciences subjects and Science Direct serves the scientific and technical needs very well.

eduroam
The eduroam service is offered.

Conclusion
The member of library staff interviewed said she would advise other librarians who are considering offering a walk-in service not to be afraid. None of the problems that she and her colleagues had anticipated in their risk analysis have occurred. The successful implementation and maintenance of the walk-in service had benefitted from the close working of library and IT staff within the converged service. She also added that one important point to consider, given the infrequent use of the service, is ensuring that the front line staff keep up their knowledge and awareness of the service.

5.2.3 Telephone interview F

History of the Service
The walk-in user service has been available since at least 2005 and can be accessed at two of the institution's campuses. The main motivation for providing the service was based on demand from visiting academics and students, while demand from school groups has been increasing. The Library required the involvement of the university's IT department which has been very supportive.

There is information about the service on the institution's web site but it is not actively promoted. Take-up has been low but is increasing; the level of use justifies the decision to set up the service.

How does it work?
There are no restrictions on who can use the service, any member of the public is welcome. A single PC has been identified for use while a guest log-in which expires at the end of the day provides access to authorised resources. Users are required to sign an Acceptable Use Policy and relinquish some form of ID.

Access is facilitated by library staff throughout staffed opening hours. Users may require initial support, but for the most part they are unsupervised. There are occasional issues relating to log-ins not working, but the impact on library staff has been minimal.

The 'walk-in' PC has been set up in such a way that access is automatically linked to the Library's catalogue from where users can search for particular databases or journals. The PC prevents access to resources which are not authorised for walk-in users. Information about resources which are **not** available to members of the public is provided.

Users may not print material but can download to a USB device.

eduroam
eduroam is available, though it is likely that some users of the 'walk-in' service could use eduroam instead.

Conclusion
Library staff at the institution are enthusiastic about the service and are considering expanding the number of PCs available, partly due to increased demand from local schools which are asking for access for their 6th form students. The service is not actively promoted, more by omission than by deliberate decision, though there is some concern whether expanding the service will make more demands on their staff. Given that increased demand from members of the public and students who are not their own students might be seen as not serving their core users, the institution may wish to evaluate the service more closely than currently happens.

6   Recommendations

This report makes various recommendations for different audiences. The overriding theme relates to the benefits of walk-in access, and that libraries need to be convinced of the reasons for implementing walk-in access and to be clear about both the different (and combined) motivating factors for this.

6.1   Recommendations for SWRLS

In order to encourage further resource sharing SWRLS should:

- Promote this report and recommendations to all libraries within the South West.
- Share this report more widely with other regional and national initiatives identified within the report to feed into a more integrated policy toward walk-in access and its goals within the UK educational sector.
- Maintain the directory of institutions offering walk in access on its website, by reviewing on an annual basis those institutions in the region which offer walk-in access to confirm continued access, and by encouraging regional FEIs and HEIs to inform SWRLS if they begin to offer such a service.

6.2   Recommendations for other bodies

We have encountered and had discussions with a number of national and regional organisations who are working in this area, such as SCONUL, JISC and SCURL. This report will be shared with them with a view to increasing collaboration and sharing expertise. We also make the following recommendations:

- When negotiating and working with service providers, bodies such as JISC should aim to provide more clarity and standardisation concerning walk-in access entitlements within electronic resources licences.
- National and regional bodies should encourage and provide advice and support to individual institutions to establish their own walk-in service, including technical information and expertise.
- Organisations should collaborate and share expertise by supporting JISC in working with licence providers by supplying evidence for their negotiations.

6.3   Recommendations for individual institutions in the South West

- FEIs and HEIs in the region should consider offering a walk-in service to their online resources, and identify potential users of such a service.
- Those offering, or intending to offer, a walk-in service should target marketing appropriately to the identified audience.
- FEIs and HEIs should consider using the eduroam (education roaming) access service as a support for educational partner staff and students, in addition to walk-in access for the wider audience.

- Close liaison with institutional IT staff during implementation and planning stages is necessary and advisable.
- Institutions should use institutional policies as a driver for change or use implementation of walk-in services to drive institutional policy.
- Those offering, or intending to offer, a walk-in service should inform SWRLS of changes to any existing service or the establishment of a new service.

7   Bibliography

SCONUL and UCISA (2007) *HAERVI: HE access to e-resources in visited institutions*. Available from: http://www.ucisa.ac.uk/publications/haervi_guide.aspx

RIN (2009) *Overcoming barriers: access to research information content.* Available from: http://www.rin.ac.uk/our-work/using-and-accessing-information-resources/overcoming-barriers-access-research-information

The following Research Reports from this project were also consulted (available on the same webpage as the main report):

- *Research report 2: Perspectives from libraries*
- *Research report 3: How institutions manage access to information sources for non members*
- *Research report 4: Information access for members of research pools in Scotland*

RIN (2006) *Access for members of the public to digital content help in university and college libraries: a report on current practice and recommendations for the future*. Available from: http://www.rin.ac.uk/our-work/using-and-accessing-information-resources/public-access-licensed-journals-held-academic-lib

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http://www.publications.parliament.uk/pa/cm200304/cmselect/cmsctech/399/399.pdf

8   Glossary

Athens

Athens is an Access Management System developed by Eduserv that simplifies access to the electronic resources your organisation has subscribed to. Reference: MyAthens [online] AthensAMS. Available from: https://auth.athensams.net/?ath_action=nohdds&ath_dspid=ATHENS.MY&ath_returl=%2F my%2F [Accessed 16 November 2011]

eduroam

Eduroam (**edu**cation **roam**ing) is a wireless service whereby staff and students from other research and education institutions can authenticate on another institution's network (including both HEIs and FEIs) using their own home credentials to gain access to the internet and their home institution's resources: www.eduroam.org.

EZproxy

EZproxy helps provide users with remote access to Web-based licensed content offered by libraries. It is middleware that authenticates library users against local authentication systems and provides remote access to licensed content based on the user's authorization. Reference: EZproxy [online] OCLC. Available from: http://www.oclc.org/ezproxy/ [Accessed 16 November 2011].

IP Authentication

A method of authenticating access via an IP (Internet Protocol) address to allow seamless access to resources. Each IP address uniquely identifies a computer on the internet.

Mozilla Firefox

Mozilla Firefox is an open source web browser

Shibboleth

Shibboleth is an architecture that enables organisations to build single sign-on environments that allow users to access web-based resources using a single login. Shibboleth uses open standards (such as SAML). Reference: What is Shibboleth? [online] JISC. Available from: http://www.jisc.ac.uk/whatwedo/themes/accessmanagement/federation/shibboleth.aspx [Accessed 16 November 2011]

9   Appendices

9.1   Questionnaire

Walk-in access to online resources questionnaire

This project will review the mechanisms in place, and being developed, in further and higher education libraries, to provide walk-in access for the general public and school students to electronic resources. This project will share expertise, ideas and experience so that potentially all FE and HE institutions can endeavour to make their resources available.

Name & Job Title (Optional)**:**   **Name of Institution:**

1. **Does your library service provide (or plan to provide) electronic access to your institution's resources for walk-in users?**   Yes ☐ **Please go to questions 7-13 on page 2**   No ☐ **Please go to questions 2-6 below**

2. **Do you have plans to introduce walk-in access to users?**

Yes, this academic year ☐   Possibly at some point in the future ☐   Not considering it ☐

3. **To the best of your knowledge, how often do you receive requests from walk-in users to access electronic resources?**
   Daily ☐   Weekly ☐   Monthly ☐   Rarely ☐   Never ☐
   Additional Comments:

| |
| |

4. **What has prevented you from providing access to resources for walk-in users?** (You may select more than 1 option)

Legal issues over licences ☐   Safeguarding of learners on campus ☐   Cost ☐   Staff time ☐

IT restrictions, such as log-ons ☐   Have never thought of implementing ☐   Space ☐

Other / Additional Comments:

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5. **What drivers/motivating factors might influence your decision to provide access?** (e.g. institutional policies/strategies)

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6. Do you refer walk-in users to other libraries for electronic access and if so, which libraries do you suggest?

Yes ☐   No ☐

Suggested libraries:

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Thank you for your time.

7. Procedural aspects

a. Do you place any restrictions on potential users of the service? (e.g. age of user, SCONUL users only etc)

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b. What documentation do users sign that allows them access to your system/resources?

Acceptable Use Policy ☐   Application form ☐   Users do not sign any documentation ☐

Other:

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8. Technical aspects

a. How do you provide access? (e.g. interface/institutional or temporary log ons/IP address restrictions/ezproxy etc)

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b. What has influenced your decision to provide access in this way?

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c. If you provide log ons, what level of access do you provide walk-in users with?

Daily access ☐   Monthly access ☐   Yearly access ☐

Other:

d. What technical barriers did you face during implementation?

e. Who did you need to involve apart from library staff?

IT Services ☐   Wider Institution ☐   Nobody ☐

Other / External body:

f. What resources/equipment/technical expertise did you require?

g. Do you allow users to print and save work onto a USB memory stick?

Print: Yes ☐ No ☐   Save: Yes ☐ No ☐

9. Resources

a. How do you inform users of what resources they can/cannot have access to?

b. Do you have a list of resources that walk in users are permitted to access?

Yes ☐   No ☐

Link to listed resources:

10. How have you promoted walk-in access to your electronic resources?

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11. What uptake have you had from walk-in users for this resource since implementation? Did you have a target in mind and did you meet this?

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12. What operational benefits/problems/limitations do you experience with your current method and has it raised any unexpected issues? (e.g. pressure on resources, staff time etc)

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13. Eduroam *(eduroam (**edu**cation **roam**ing) allows users (researchers, teachers, students, staff) from participating institutions to securely access the Internet from any eduroam-enabled institution).*

a. Do you currently use this access service?

         Yes ☐   **No** ☐

b. Are you considering joining/implementing?

         Yes ☐   **No** ☐

9.2 List of respondents

9.2.1 HEIs

University of Bath

Bath Spa University

Bournemouth University

University of Bristol

Cranfield University

University of Exeter

University College Falmouth / Dartington College of Arts

University of Gloucestershire

Plymouth University

University College Plymouth St Mark & St John

Royal Agricultural College

Southampton Solent University (SWRLS Associate)

University College Winchester

University of the West of England, Bristol (UWE)

9.2.2 FEIs

City of Bath College

Bicton College

Bridgwater College

City of Bristol College

Cirencester College

Cornwall College

Exeter College

Filton College

Gloucestershire College

Hartpury College

New College Swindon

City College Plymouth

South Devon College

Strode College

Stroud College

Swindon College

Truro & Penwith College

Weston College

Weymouth College

Yeovil College

9.3　Directory of institutions providing walk-in access to e-resources in the South West (as at March 2012)

University of Bath

University of Bath,
The Library,
Bath,
BA2 7A

Ph. 01225 385000
library@bath.ac.uk

The walk-in access service enables visitors to view a range of electronic resources (e.g. e-journals, e-books and databases), whose licence agreements allow use by visitors to the Library. We regret that the Library cannot allow access to the full portfolio of online resources due to the terms of the licence agreements of some publishers. Access to these electronic resources is available via the dedicated catalogue terminals located throughout the Library. You do not need to log on. Under the terms of the publishers' licences, visitors can only view online resources while physically in the Library. It is not possible to print or save material. See the Guide to accessing research information for free, which includes links to websites that may help you locate journal articles and other information within Education and Science from home.

For more information: http://www.bath.ac.uk/library/users/visitors.html#walk

Opening hours: http://www.bath.ac.uk/library/users/visitors.html#access

University of Exeter

Forum Library,
University Library,
University of Exeter,
Stocker Road,
Exeter, Devon
EX4 4PT

Ph. 01392 723867
library@exeter.ac.uk

St. Luke's Library,
Heavitree Road,
Exeter,
Devon
EX1 2LU

Ph. 01392 724785
library@exeter.ac.uk

Members of the public/external borrowers
Members of the public are welcome to use the 'walk-in' PC facilities in the Main Library and St Luke's Library in Exeter. A dedicated PC provides onsite access to the majority of our electronic resources (with the exception of some business & legal resources), according to the terms of our licence agreements.

For more information: http://as.exeter.ac.uk/library/resources/e-resources/eligibility/

Opening hours: http://as.exeter.ac.uk/library/about/opening/

University College Falmouth Library Service and University of Exeter Cornwall Campus

Tremough Library
Learning Resources Centre,
Tremough Campus,
Treliever Road,
Penryn,
TR10 9EZ

01326 370441

library@falmouth.ac.uk

Woodlane Library
Library and Information Services,
Woodlane Campus,
University College Falmouth,
Woodlane,
Falmouth,
TR11 4RH

01326 213815

library@falmouth.ac.uk

Access for library visitors to University College Falmouth electronic resources

University College Falmouth Library Services provide 'walk-in' access terminals at Tremough and Woodlane so that non UCF staff and students may gain access to the electronic database and journal collection, where 'walk-in' access is granted under the terms of the resource licence.

Access is generally only granted for one day, and will be via a special 'guest IT and walk-in user account'. Resources can only be accessed within the library, from the designated terminal.

To access the resources the following Terms of Use must be agreed to, in addition to those laid out in the 'Guest IT and Walk-in User Agreement'.

You must

Request access at least 48 hours in advance from the User Services / Campus Librarian at either campus. This must be done via library@falmouth.ac.uk and by attaching a completed 'Guest IT and Walk-in User Agreement'

Request the purchase of print credits in advance (up to £5.00). No refunds are possible.

Print only one copy of any article, and only one article per journal issue.

You must not

Pass details of your guest account to any other person.

Pass a printed copy of an article to any other person.

Download or share an electronic copy of any information obtained.

A full list of resources is available on the [Falmouth resources pages.](#) **Please note streaming resources are not available under this agreement.**

For more information: http://library.falmouth.ac.uk/651/using-the-library/information-for/walkin-users/article.asp

Opening hours: http://library.falmouth.ac.uk/118/about-the-library/opening-times/category.asp

University of Gloucestershire

FCH Library,
University of Gloucestershire,
Swindon Road,
Cheltenham,
Gloucestershire,
GL50 4AZ

Ph. 01242 714600
libraryfch@glos.ac.uk

Park Library,
University of Gloucestershire,
Reynolds Building,
The Park,
Cheltenham,
Gloucestershire,
GL50 2RH

Ph. 01242 714333
librarypark@glos.ac.uk

Oxstalls Library,
University of Gloucestershire,
Oxstalls Lane,
Longlevens,
Gloucester,
GL2 9HW

Ph. 01242 715100
libraryox@glos.ac.uk

Members of the public are welcome to use the Libraries for reference purposes only. Please make yourself known at the Library Service Desk when you arrive.

For more information: http://insight.glos.ac.uk/departments/lis/Pages/default.aspx

Opening hours: Select a campus to see opening times from 'libraries' on the menu bar.

Plymouth University

The Charles Seale-Hayne Library,
Drake Circus,
Plymouth,
PL4 8AA

Ph. 01752 587215
libraryservices@plymouth.ac.uk

Members of the public (including users through Learning through Libraries in Plymouth and Combined Universities of Cornwall) may use the library free of charge for reference purposes, this includes access to a range of electronic databases covering the majority of subject areas delivered within the university.

For more information: http://www.plymouth.ac.uk/pages/view.asp?page=634

The Library is open 24/7 throughout the year.

9.4 Example Acceptable Use Policy (AUP)

University of the West of England BRISTOL   **Guest access to online information resources pilot -** Acceptable Use Policy

This section is to be retained by the user.

This service allows individuals who are not current UWE staff or students to access some online information resources, subject to limitations. Not all online information resources permit use by guests.

Information about the service

- The University has the right to terminate your access to the computing services, facilities and online information resources at any time with immediate effect, at its discretion.
- This service is only available during staffed Library opening hours. You must be logged off the computers before the end of staffed hours.
- Library staff can provide a minimal amount of support to guests in their use of the online information resources. The prime responsibility of UWE Library Services is to support the needs of current UWE staff and students.
- Current UWE staff and students will be given priority over guests in accessing computers.
- The time you are able to spend accessing the online information resources may be limited when the library is busy.
- You may be given one hour's notice to vacate the computer if another guest wishes to use the service.
- You must agree to abide to the Library code of conduct: http://www1.uwe.ac.uk/library/visitingthelibrary/aboutthelibrary/librarycodeofconduct.aspx. Please observe any signage and guidance in the libraries, including that referring to use of mobile phones.
- This pilot service is available at Frenchay (Bolland) and Glenside campus libraries. The pilot will run until July 2012.
- Any use of non-permitted resources will result in access rights being withdrawn with immediate effect and you will not be granted any further access.
- You may only use the online information resources for **educational purposes** (e.g. student coursework, private research activities, etc). They must not be used for commercial purposes.

University of the West of England BRISTOL **Guest access to online information resources pilot –** Acceptable Use Policy

This section is to be retained by Library Services.

Registration to the service is valid until July 2012.

Individuals must provide proof of address and photographic identification.

This service is not available to under 18s. There is a different Acceptable Use Policy for 16 and 17 year olds.

This section to be completed by the user
Surname
Forename
Title
Date of birth
Address
Email address
Telephone number
Home institution/NHS trust/organisation/member of the public
Which subject areas are you interested in (e.g. Art & Design, Law, Health & Social Care…)?
I agree to abide by the Acceptable Use Policy which is in force during the period of my use of this service. **Signature**   **Date**

This form is available in alternative formats upon request.

Information about the service

- You may only print single copies of documents obtained from the online information resources (e.g. a journal article). Materials obtained from the online information resources cannot be transmitted via electronic means (e.g. email or USB) or shared with a third party.
- The minimum amount for printing credit is £1.00. Printing credit is non-refundable.

- You are not permitted to use CD-ROMs and DVDs on the computers.
- Any use of materials obtained from the online information resources must comply with copyright legislation. http://www.uwe.ac.uk/library/info/copyright/

IT policy

- You are subject to the same IT rules and code of conduct as UWE students are: http://www.uwe.ac.uk/its/corporate/ourpolicies/openaccess/studentaup.shtml.
- You must not use or attempt to use any network from the University for unauthorised purposes. In particular, you must comply with the JANET network acceptable use policy (http://www.ja.net/documents/publications/policy/aup.pdf) and Eduserv's User Acknowledgment of third party rights (http://www.eduserv.org.uk/lns/agreements/user-obligations).

Registration forms

When you register to use the service you will be asked to read, agree to and sign this Acceptable Use Policy. This is to ensure that the licence terms and conditions of the online information resources are met.

Completed Acceptable Use Policy forms may be used by UWE Library Services to monitor usage of the service and for use in contributing to local and national statistical returns. These forms will be kept securely for one year after lapse of registration and used solely for the purposed outlined in this document.

You must bring this document with you each time you wish to you this service.

FOR OFFICIAL USE ONLY:
Expiry date   July 2012
Photo ID checked + type (e.g. passport) ☐
Proof of address checked + type (e.g. recent utility bill) ☐
Check date of birth – is user over 18?
Staff initials

This pilot will run until July 2012. After that date the service will be reviewed.

This service is available at Frenchay (Bolland) and Glenside campus libraries. If the user wants to access online information resources at more than one campus library, they will have to complete a copy of this form at each library.

At each visit, Library Services staff are to record the login ID generated for that visit in the table below.

Use additional sheets as required. If the user has any questions, please direct them to the Acceptable Use Policy, which covers data collection and usage monitoring.

Date of visit	Login ID	Staff initials	User's signature