



RLUK library trends

Data from Sconul, the Association of Research Libraries, LibQual, the International Student Barometer and CIBER

A CIBER working paper for Research Libraries UK

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ABOUT THIS WORKING PAPER

This report compiles data from a number of sources: Sconul and ARL annual returns, LibQual, the International Student Barometer (ISB) and CIBER.

The first section, based on Sconul returns for RLUK members only, offers a snapshot of trends in provision most important to students over the period 2002/03 (“2003”) to 2008/09 (“2009”). In order to make meaningful comparisons over time where expenditures are concerned, all monetary values are expressed at constant 2009 prices using Treasury GPD deflators, so they are expressed ‘in real terms’. Also, in order to make any underlying trends clearer, the data are also indexed against the first year of the sequence (2003=100).

The second section attempts to benchmark Sconul data for RLUK members against ARL data on the basis of five ratios. This is a fairly limited exercise given the differences between the two data sets.

In the last section, some key indicators derived from LibQual (for six RLUK members), the ISB for the Russell Group, and some data from previous CIBER surveys is included. Because of the sampling issues, these indicators have to be seen as indicative in the context of the present report.

KEY FINDINGS

There are many key good news messages for RLUK member libraries in this working paper. Unless otherwise indicated, the trends reported here cover the period 2002/03 to 2008/09:

- RLUK member libraries deliver a vital and complex portfolio of services, resources and learning experiences to a rapidly growing population of students, yet still only consume only around two per cent of total university spending (Table 1, p.6);
- Opening hours have risen by 22 per cent (Table 3, p.8) over the period reported;
- RLUK members have greatly improved student access to workstations (Table 4, p.9) in both absolute and relative terms, against the background of a major expansion in student numbers (Table 2, p.7);
- Despite the rapid growth in student numbers, libraries have been able to respond quickly by providing extra space (Table 5, p.10) and study spaces (Table 7, p.12) and have risen to that challenge very effectively;
- Library staff productivity, as indicated by a 28 per cent increase in the ratio of user FTE to each library post (Table 9, p. 14), has increased very significantly: libraries are doing more with relatively fewer staff;
- For example, the volume of annual loans and renewals has increased by nearly 48 per cent (Table 11, p.16) and students are borrowing more books individually than before (Table 12, p.17) despite widespread myth that users are deserting the physical library (see also Table 22, p.27); and a comparison with ARL member institutions in the USA (Table 18, p.23) shows very much to RLUK's advantage;
- In comparison with similar institutions in the US (ARL members), RLUK libraries do much more with fewer staff: on average, each member of RLUK library staff has to carry an additional 24 users (Table 17, p.22);
- RLUK libraries have responded positively to the challenge of the open web and free search engines by spending more on authoritative information content and effecting a massive transition to the delivery of e-resources (Table 13, p.18);
- Students clearly value the information literacy skills that RLUK member libraries help provide (Table 23, p.28) and there is some evidence that database training is impacting positively on student search behaviour (Table 21, p.26);

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- Overall, there is much evidence aside from the National Student Survey data analysed in a separate CIBER working paper, of high levels of student satisfaction with RLUK library services and resources (Table 24, p.29).
- International students rate RLUK member library provision highly, and this aspect scores positively even against demanding international benchmarking (Table 25, p.32).

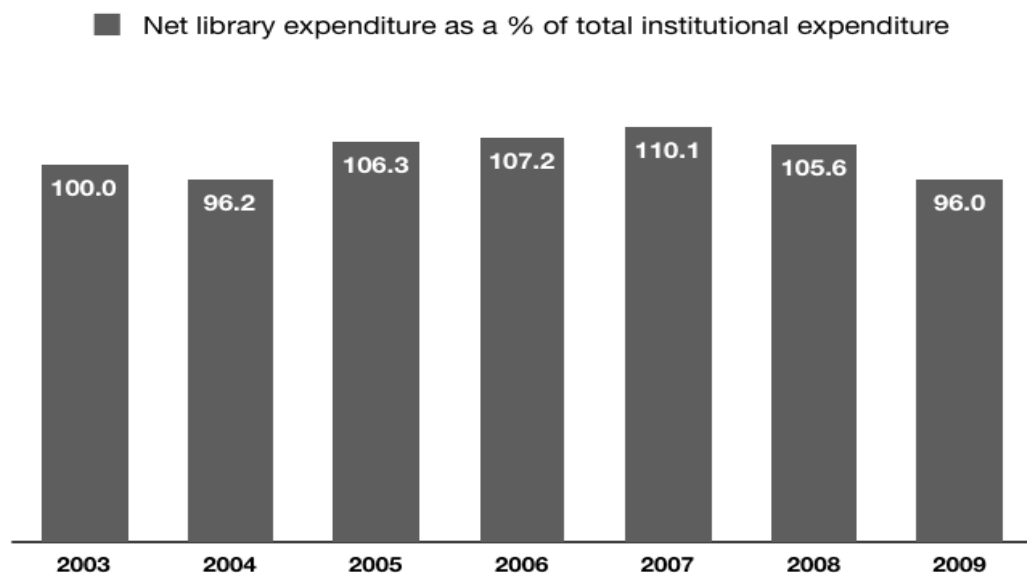
SCONUL-BASED ANALYSES

The Big Picture

Table 1: Net library expenditure as a % of total institutional expenditure (RLUK members)

Source: *Sconul annual returns*

	%	Index <i>2003=100</i>
2003	1.90	100.0
2004	1.82	96.2
2005	2.02	106.3
2006	2.03	107.2
2007	2.09	110.1
2008	2.00	105.6
2009	1.82	96.0



Notes

The data above show that library budgets took an increasing share of the institutional cake between 2005 and 2008 but there is a hint in 2009 that the good days may be over. Some random fluctuation would be expected over the long haul, but the key message is that RLUK libraries deliver their mission on around two per cent of total university expenditure.

Table 2:
Growth in student

numbers (RLUK members)

RLUK library trends

Source: Sconul annual returns

	Student FTE Index <i>2003=100</i>
2003	362,289 100.0
2004	377,273 104.1
2005	395,705 109.2
2006	399,533 110.3
2007	404,318 111.6
2008	407,452 112.5
2009	418,209 115.4

User experience

Table 3: Average opening hours per week (RLUK members)

Source: Derived from Sconul annual returns

	Average opening hours per week	Index <i>2003=100</i>
2003	75.5	100.0
2004	79.4	105.2
2005	80.7	106.9
2006	82.8	109.7
2007	88.2	116.8
2008	94.6	125.3
2009	92.2	122.1

Notes

Student numbers have grown very substantially over the period (up by more than 15 per cent), so this is very important context for the remainder of this first section and beyond. In absolute terms we are looking at an additional 56,000 students, the equivalent of three new institutions!

Notes

RLUK libraries have expanded their opening hours by more than 22 per cent over the period, which has to be seen as a major service enhancements, and largely one that benefits students rather than faculty.

Table 4:
Student
FTE per
open
access
workstat
ion
 (RLUK
 members
)

Source: Sconul annual returns

	Students per workstation	Index <i>2003=100</i>
2003	42.78	100.0
2004	40.45	94.6
2005	34.66	81.0
2006	33.49	78.3
2007	30.62	71.6
2008	28.16	65.8
2009	31.10	72.7

Table
Total
area

5:
floor

Notes
<p>Similarly, RLUK libraries have made very significant progress in delivering greater student access to workstations. In the context of the expanding student body noted earlier (Table 2), this is an even more striking achievement.</p>

(RLUK members)

Source: Sconul annual returns

	Total floor area (m2)	Index <i>2003=100</i>
2003	489,500	100.0
2004	487,400	99.6
2005	538,300	110.0
2006	560,400	114.5
2007	575,100	117.5
2008	573,500	117.2
2009	576,629	117.8

Notes

Capital investment in libraries has resulted in a substantial expansion of library floor area, although as will be seen in the next Table, this has barely kept pace with the growth in student numbers.

**Table 6:
Library
floor
area per
FTE
user
(RLUK
member
s)
*Source:***

Sconul annual returns

	Floor area per use (in m ²)	Index <i>2003=100</i>
2003	0.85	100.0
2004	0.77	90.6
2005	0.85	100.6
2006	0.88	104.3
2007	0.88	103.7
2008	0.88	104.2
2009	0.83	97.5

Notes

Despite new investment in library floor space over the period, the reality on the ground is a steady state as far as floor area per FTE user is concerned.

**Table 7:
Student
FTE per
study
place
(RLUK
members
)**
*Source:
Sconul
annual*

returns

	Students per study place	Index <i>2003=100</i>
2003	6.67	100.0
2004	6.93	104.0
2005	6.34	95.0
2006	6.01	90.1
2007	6.03	90.4
2008	6.35	95.2
2009	6.39	95.9

Table 8:
Book stock per FTE user
 (RLUK members)
Source:

Notes
 This Table indicates that pressures on study places have if anything intensified since 2003.

Sconul annual returns

	Numbers of books per user	Index <i>2003=100</i>
2003	92.8	100.0
2004	86.3	93.0
2005	94.8	102.2
2006	98.4	106.0
2007	97.4	105.0
2008	96.8	104.3
2009	91.5	98.6

Notes
 Book stock has expanded considerably over the period in absolute terms, given the growth in student numbers, but holds pretty level overall when expressed on a per student FTE basis.

RLUK library trends

Table 9: User FTE per library post: all staff (RLUK members)

Source: Sconul annual returns

	Users per post	Index <i>2003=100</i>
2003	149.9	100.0
2004	163.2	108.9
2005	148.7	99.2
2006	141.4	94.3
2007	140.1	93.5
2008	176.6	117.8
2009	191.4	127.7

Notes

This is an important Table in that it shows a very significant (nearly 28 per cent) increase in library staff productivity over the period, when expressed on a per student FTE basis. Most of the productivity enhancement was made in the last two years of this analysis.

Library use

Table 10:
Annual visits per FTE user
 (RLUK members)
Source:
Sconul annual

returns

	Visits per user	Index <i>2003=100</i>
2003	49.7	100.0
2004	50.7	101.9
2005	57.5	115.6
2006	56.1	112.7
2007	52.0	104.6
2008	50.7	101.9
2009	47.6	95.7

Notes

It is not easy to interpret these data: years 2005 and 2006 appear to atypical and there is of course some random variation in these and other data in this working paper. There is a strong hint from 2005 onwards that physical visits to the library are in slow relative decline (but actually increasing in absolute numbers due to growth in the student body).

Table 11: Annual loans and renewals (RLUK members)

Source: Sconul annual returns

	Annual loans and renewals	Index <i>2003=100</i>
2003	21,873,000	100.0
2004	22,970,000	105.0
2005	26,748,000	122.3
2006	28,908,000	132.2
2007	29,265,000	133.8
2008	31,627,000	144.6
2009	32,277,000	147.6

Notes

Loans of books and other materials continue to increase very dramatically in absolute terms. This is a major success story for RLUK member institutions, especially given all the other pressures on the system, noted through this working paper.

RLUK library trends

Table 12: Annual loans per FTE user (RLUK members)

Source: Sconul annual returns

	Annual loans per user	Index <i>2003=100</i>
2003	38.0	100.0
2004	36.3	95.6
2005	42.2	111.2
2006	45.4	119.5
2007	44.8	117.9
2008	48.5	127.8
2009	46.5	122.3

Table 13: Annual downloads per FTE user (RLUK members)

Source: Sconul annual returns

	Annual downloads per FTE user	Index <i>2003=100</i>
2003	37	100.0
2004	58	156.9
2005	95	257.2
2006	107	288.7
2007	109	293.7
2008	127	342.4

Notes

Libraries have delivered spectacularly in terms of making journal articles more easily discoverable and accessible to their user communities. This is a huge success story.

Notes

Book and other stock is being made to work very much harder, another success story for RLUK members, with a substantial uplift in loans per FTE user (and this on top of major investments in electronic content). This story needs to reach a wider audience.

Spending on resources

Table 14: Total electronic expenditure per FTE user (RLUK members)

Source: Sconul annual returns, represented as 2009 constant prices deflated using Treasury GDP

	£ per user	Index
	<i>2003=100</i>	
2003	£11.62	100.0
2004	£10.91	93.9
2005	£13.68	117.7
2006	£15.82	136.2
2007	£18.55	159.7
2008	£18.54	159.6
2009	£24.31	209.3

Table 15: Total electronic expenditure as a % of total expenditure on information provision (RLUK members)

*Source:
Sconul
annual
returns*

Notes
 Libraries have effected a major transformation from print to licensed e-content over the period: they have modernized their offer and moved with the times. This simple point may not be sufficiently appreciated by university managers who often equate e-content with free materials available on the open web. A major success story!

	%	Index <i>2003=100</i>
2003	9.5	100.0
2004	9.3	98.4
2005	10.9	115.2
2006	11.8	125.0
2007	13.5	142.6
2008	13.9	146.2
2009	17.6	186.2

Table 16: Direct cost per download (Russell Group compared with the rest)

Source: CIBER estimates for RIN based upon Sconul annual returns represented as 2009

Notes

This Table underlines that transformation, but we should also remember that traditional materials are being made to work harder as well (Table 13).

constant prices deflated using Treasury GDP

	Russell Group	Pre-1992 institutions	Post-1992 institutions	Whole sector	Russell Group Index 2003=100
2004	£1.73	£1.20	£1.01	£1.19	100.0
2005	£0.99	£0.96	£0.85	£0.91	80.0
2006	£0.82	£0.98	£0.73	£0.83	81.7
2007	£0.74	£0.91	£0.68	£0.77	75.8
2008	£0.66	£0.81	£0.65	£0.70	67.5

Notes

The data in this Table was published by CIBER in a study on e-journals for RIN and covers university groupings rather than RLUK specifically. The direction of travel is clear: user demand for e-journal content (expressed here as COUNTER full text downloads) has been insatiable, driving down the unit cost per use dramatically.

BENCHMARKING AGAINST ARL MEMBERS

Table 17: Student FTE per library post (all staff)

Source: Sconul and ARL annual returns

	2003/04		2004/05		2005/06		2006/07		2007/08	
	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>
Student FTE per library post (all staff)	114.4	82.1	107.2	83.2	101.5	83.9	101.1	85.1	110.4	86.2

Notes

It is not easy to compare Sconul and ARL annual returns directly, and this Table should be seen as broadly indicative. The main point is clear: there is a large and persistent gap between the two sets of figures, with RLUK staff delivering resources and students to many more users than is the case in the average ARL institution. Human capital is being used more efficiently than in the US.

Table 18: Annual loans per FTE user

Source: Sconul and ARL annual returns

	2003/04		2004/05		2005/06		2006/07		2007/08	
	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>
Annual loans per FTE user	36.3	31.9	42.2	29.3	45.4	27.2	45.0	26.5	48.6	22.1

Table 19: Expenditure on information content per FTE user

Source: Sconul and ARL annual returns (units £ sterling)

Notes

Further underlining a point made earlier (Table 13), RLUK book and other stock really is being made to work hard, as this international comparator demonstrates.

	2003/04		2004/05		2005/06		2006/07		2007/08	
	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>	<i>RLUK</i>	<i>ARL</i>
Spend on information content per FTE user	234.75	589.27	267.44	566.62	289.42	599.50	307.81	542.64	317.25	533.41

LIBQUAL- AND CIBER-BASED ANALYSES

Table 20: Frequency of journal use by students(a)

Source: CIBER/RIN. Student responses to the question “Thinking back over the past four weeks, how frequently have you used academic journals or articles?” [n=428].

	Every day	Most days	2–3 times a week	Less often	Irregular or never	Total
Undergraduate (years 1 and 2)	2.6	12.8	15.4	37.0	32.2	100.0
Undergraduate (years 3 and 4)	20.2	25.8	23.6	18.6	11.8	100.0
Taught postgraduate	26.3	10.5	21.1	26.3	15.8	100.0
Doctoral students	36.8	38.2	9.2	5.3	10.5	100.0

(a) Students at Aberdeen, Bangor, Cambridge, Edinburgh, Manchester, Strathclyde, Swansea and UCL.

Notes

A long chain of assumptions has been made in creating this Table (see the notes above) and a health warning is appropriate here. For example, is GDP the most appropriate basis upon which to express constant prices for information content? Possibly not.

However, in broad terms, the picture is clear: RLUK members get by with much tighter budgets for books, journals, databases and other information resources than their ARL counterparts. That gap appears to be closing over the long haul but it is still very significant.

Notes

This Table, from CIBER's e-journals study for RIN shows that student use of print and electronic journals is substantial and that it becomes a crucial component in the user experience as students move from their first year to more advanced study. This - student use of journal materials in their own research and learning - is a message that is rarely heard from the mouths of publishers and librarians. We tend to pigeon hole journals into a box marked professional research activity and there is a new value proposition here.

Table 21: Library training and student use of advanced searching

Source: CIBER/RIN. Student responses to the question “When you search for journal articles electronically, do you typically use any of the advanced search features offered, such as Boolean logic, field-specific search, or date limiting features?” [n=428].

Use of advanced search:	Trained	Not trained
Yes, as a matter of course	29.9	19.2
Yes, if it is necessary	56.5	47.7
No, I get good results from a simple search	14.5	33.2
Total	100.0	100.0

Notes

This is only one piece of evidence from a much bigger jigsaw, but it is helpful in demonstrating the value of library training. The data here shows pretty conclusively that students who receive library-based database training use more sophisticated search facilities than those who do not receive training. We need more evidence like this that shows the effectiveness (rather than the level) of information literacy intervention.

Table 22: Library use by undergraduate students: selected RLUK members^(a)

Source: Compiled from individual LibQual reports (row percentages, n=3,853)

Question	Daily	Weekly	Monthly	Quarterly	Never	Total
How often do you use resources within the library?	34.3	50.0	12.0	3.2	0.4	100.0
How often do you access library resources through a library web page?	31.5	48.9	13.6	3.4	2.6	100.0
How often do you use Yahoo, Google, or non-library gateways for information?	69.3	22.0	5.0	1.6	2.2	100.0

(a) Aberdeen 2009, Glasgow 2009, Leeds 2009, Liverpool 2008, UCL 2008, Warwick 2008.

Notes

This data, aggregated for six RLUK member institutions, identified above, shows that the open web has not displaced the centrality of the physical and virtual library in the student experience. Premium content material is still being very actively sought: the open web should be seen as a complement. Further analysis on this standard set of questions would be a good idea, however, given the frequency with which open materials are consulted. A watching brief in other words.

Table 23: Information literacy outcomes: selected RLUK members^(a)

Source: Compiled from individual LibQual reports: mean ratings from 1 (low) to 9 (high), n=3,853

Question	Mean
The library helps me stay abreast of developments in my field(s) of interest	6.14
The library aids my advancement in my academic discipline or work	7.03
The library enables me to be more efficient in my academic pursuits or work	6.69
The library helps me to distinguish between trustworthy and untrustworthy information	5.76
The library provides me with the information skills I need in my work or study	6.13

(a) Aberdeen 2009, Glasgow 2009, Leeds 2009, Liverpool 2008, UCL 2008, Warwick 2008.

Notes

This Table suggests that students strongly identify with the fundamental values that inform the activities of RLUK member libraries. Again, a watching brief is in order to make sure that the direction of travel is consistent with those values.

There is a hint here (5 is the mid-point on the scale) that students need more help in evaluating information quality and developing their own information skills. This must be a positive: a role for libraries in response to expressed student need.

Table 24: LibQual spider analysis (undergraduates): selected RLUK members^(a)

Source: Compiled from individual LibQual reports: mean ratings from 1 (low) to 9 (high), n=3,424

		A	B	C	D	E
AFFECT OF SERVICE						
AS-1	Library staff who instil confidence in users	5.37	7.36	6.30	0.93	-1.06
AS-2	Giving users individual attention	5.00	6.58	5.77	0.77	-0.82
AS-3	Library staff who are consistently courteous	6.44	7.86	6.98	0.55	-0.87
AS-4	Readiness to respond to users' enquiries	6.48	7.83	7.13	0.65	-0.71
AS-5	Staff who have the knowledge to answer questions	6.50	7.84	7.13	0.63	-0.71
AS-6	Staff who deal with users in a caring way	6.03	7.59	6.75	0.72	-0.84
AS-7	Library staff who understand the needs of their users	6.32	7.71	6.86	0.54	-0.85
AS-8	Willingness to help users	6.37	7.81	7.01	0.64	-0.8
AS-9	Dependability in handling service problems	6.32	7.75	6.82	0.50	-0.93
	<i>Affect of service overall scores</i>	6.09	7.59	6.75	0.66	-0.84
INFORMATION CONTROL						
IC-1	Making e-resources available from home	6.51	8.31	6.91	0.41	-1.39
IC-2	A library website enabling me to locate information	6.56	8.06	7.11	0.55	-0.95
IC-3	The printed library materials I require	6.57	7.96	6.60	0.03	-1.36
IC-4	The electronic information resources I need	6.53	8.10	6.94	0.41	-1.16
IC-5	Modern equipment that lets me access information	6.67	8.13	7.07	0.4	-1.05
IC-6	Easy-to-use access tools	6.61	8.07	7.09	0.49	-0.98
IC-7	Making information available for independent use	6.65	8.08	7.14	0.49	-0.95
IC-8	Print/e-journal collections I require	6.78	8.19	6.98	0.20	-1.21
	<i>Information control overall scores</i>	7.55	9.27	7.98	0.42	-1.29
LIBRARY AS PLACE						
LP-1	Library space that inspires study and learning	6.33	8.09	6.29	-0.04	-1.80
LP-2	Quiet space for individual work	6.80	8.18	6.70	-0.11	-1.48
LP-3	A comfortable and inviting location	6.23	7.96	6.63	0.41	-1.33
LP-4	A haven for study, learning or research	6.53	8.19	6.57	0.04	-1.62
LP-5	Space for group learning and group study	5.70	7.33	6.10	0.40	-1.24
	<i>Library as place overall scores</i>	6.31	7.05	6.46	0.14	-1.49
OVERALL SCORES		6.33	7.86	6.76	0.43	-1.1

A=Minimum mean / B=Desired mean / C=Perceived mean / D=Adequacy mean / E=Superiority mean

LibQual spider diagram (undergraduates)

Table 24 and the accompanying spider diagram represent the combined recent LiqQual data for six institutions to ensure confidentiality. The green outer ring shows that these RLUK members are striving to reach the extremely demanding targets set by the concept of 'service superiority, an ideal, across all 22 elements of provision.

More importantly, there are relatively few aspects (and these are shown in blue) where there is still a gap between what is perceived and what is regarded as a minimum level of provision.

This 'service adequacy gap' covers all the components that make up Affect of Service and one Information Control element. These findings show that more work needs to be done to improve customer service (AS-1 to AS-9) and that this is a weakness across the six aggregated institutions. There is also some work to be done on IC-2 and the need to make library websites more effective at helping users to locate information.

The areas in red are those that speak of rather more serious student dissatisfaction, where perceptions lag behind their minimum expectations. Two information content areas fall in this area: IC-3 (the quality of print materials provided by the library) and IC-8 (the quality of journal collections), areas where perhaps expectations have never been higher due to the virtual revolution and the open web.

Library as Place, a basket of indicators that express the quality of the physical environment of the library, also reveals a serious gap between student expectations, which are very high, and their perception, with a shortfall across aspects LP-1 to LP-5. The background to this however is an acute expansion in student numbers in recent years and previous evidence (notably Tables 4-7 in this working paper) that RLUK members do have a handle on these issues.

Table 25 on the next page shows the gap in percentage points between the performance of the Russell Group institutions and the ISB's international benchmark across 18 aspects of learning provision. Library provision exceeds the international benchmark by 1.7 points and ranks twelfth in the list.

Table 25: International students (undergraduate) and learning provision: Russell Group members

Source: International Student Barometer, Summer 2009 (undergraduate data).

Aspect of learning provision	International benchmark	RGI	Gap	Rank
Careers advice	62.0	67.3	5.3	1
Research	82.2	87.3	5.1	2
Employability	75.9	80.1	4.2	3
Course content	83.8	87.5	3.7	4
Flexibility	82.7	86.2	3.5	5
Expert lecturers	90.7	93.9	3.2	6
Good teachers	84.5	87.1	2.6	7
Academics' English	91.7	93.8	2.1	8
Technology	84.9	87.0	2.1	9
Multicultural	87.8	89.6	1.8	10
Library	84.3	86.0	1.7	11
Learning support	82.5	83.6	1.1	12
Language support	83.4	84.2	0.8	13
Assessment	80.3	80.8	0.5	14
Opportunities to teach	66.4	66.9	0.5	15
Work experience	58.9	59.4	0.5	16
Learning spaces	86.4	84.4	-2.0	17
Performance feedback	77.5	75.4	-2.1	18
LEARNING OVERALL	80.3	86.7	6.4	