
Off-Campus Library Services in Australia

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ABSTRACT

THIS ARTICLE OUTLINES the history behind off-campus studies in Australia and the development of library services to support off-campus students. While Australia has had a long history in teaching at a distance, library services in this area have only received attention over the last decade. The vast areas of Australia, and the relatively sparse population, demand a high level of cooperation to ensure the best possible service to these students.

INTRODUCTION

Australia's surface area of approximately 3 million square miles is almost as large as that of the United States. The population now exceeds 17 million but is concentrated in two of the seven states, New South Wales and Victoria, and within those states there is a concentration in coastal cities and towns. Australia was one of the first countries in the world to provide large-scale correspondence education not only at all levels of education but also under government auspices (Store, 1981, p. 1). The original reason for providing external studies was to offer higher education to people dispersed over the country's vast geographical area, living mostly in populations too small to support a local university or college of advanced education. While one university has been providing distance education since 1911, the real push for off-campus students began in the 1970s. By 1988, forty-two colleges and six universities in Australia were offering external courses to almost 48,000 students. Enrollment numbers at selected institutions are shown in Table 1. In Australia, *external studies*

is the term more widely used to describe those students who study with a university or college by correspondence, but, increasingly, "distance education" and "off-campus studies" are used interchangeably with external studies.

In this article, reference is made only to off-campus studies at the university or college level. However, throughout Australia, the network of Technical and Further Education (TAFE) colleges also offers a wide range of vocational, educational, and trade courses externally, and some correspondence courses are still offered to primary and secondary school children.

TABLE 1
STUDENTS BY TYPE OF ENROLLMENT AT SELECTED INSTITUTIONS IN 1986

	<i>Total external enrollment</i>	<i>Total environment</i>	<i>Percent external</i>
Universities			
New England	6,426	9,561	67.2
Deakin	4,648	7,098	65.5
Murdoch	1,545	4,624	33.4
Macquarie	1,667	11,585	14.4
Queensland	2,074	18,339	11.3
Advanced Institutes within Universities			
Wollongong	692	2,073	33.4
James Cook	454	1,244	36.5
Colleges			
Armidale CAE	1,392	2,036	68.4
Gippsland IAE	2,138	3,261	65.6
Mitchell CAE	3,434	5,114	67.1
Riverina-Murray IHE	4,016	6,257	64.2
Warrnambool IAE	1,283	2,192	58.5
Darling Downs IAE	3,471	5,927	58.6
Capricornia IAE	1,810	3,142	57.6
South Australia CAE	3,229	12,117	26.6
Tasmania State I.T.	684	2,818	24.3
Brisbane CAE	1,317	8,897	14.8
Western Australia CAE	1,390	10,292	13.5
Western Australia I.T.	1,162	12,967	9.0
Darwin I.T.	89	1,438	6.2
R.M.I.T.	775	11,183	6.9

Commonwealth Tertiary Education Commission. (1986b). *Selected University Statistics and Selected Advanced Education Statistics*. Canberra: Australian Government Publishing Service.

GOVERNMENT REVIEWS

There have been a number of reviews carried out into the provision of off-campus education. The Murray Report (Committee on Australian Universities, 1957) unequivocally supported external studies, though its main concern seemed to be that "external courses

have an important service to perform for many teachers who live in country districts" (para. 108). In 1964, the Martin Report (Cameron, 1964) was not favorably disposed toward external studies, and recommended that universities substantially reduce the number of external and part-time students and work at extending post-graduate education. The growth of off-campus education in the college sector came from these recommendations.

In 1983, Johnson's report on the provision of external studies stated that: "Australia needs external studies for reasons of geography and of convenience....The nation needs provision co-ordinated on a national scale and seen in a national perspective" (p. 28). Johnson emphasized the need for interstate or nationwide collaboration.

The Standing Committee on External Studies to the Commonwealth Tertiary Education Commission contributed a substantial advice paper to the *Review of Efficiency and Effectiveness in Higher Education* (Commonwealth Tertiary Education Committee, 1986a), and the committee also published its advice for the future in a report, *External Studies in the 1988-90 Triennium* (Standing Committee on External Studies, 1986). This advice endorsed cooperation between institutions and between the institutions and industry; it emphasized the need for training in the use of communications technology and in the development of high quality educational course materials. In an appendix, it set out the forms of possible collaboration between institutions. The review noted that a single large centralized provider (such as the Open University in the United Kingdom) is not appropriate for Australia; such a system would not only destroy the viability of many regional institutions, but might not meet the particular needs of states and regions. However, it did find that substantial rationalization of external studies provision was desirable and possible through relocation of courses from one institution to another, cooperation in course development, and the cross-crediting of units.

In 1986, the five universities then involved in external studies reached an "accord" on cooperative course development and began a system of cross-enrollments between the institutions. Three institutions developed a common external program in women's studies, which continues to prove popular with students.

In 1988, the federal government released its policy statement (Australian Government, 1988) on higher education, announcing the government's strategy for the long-term development of Australia's higher education system, including its commitment to the objective of fewer, larger institutions, brought about by amalgamation and consolidation. This paper also announced decisions on the rationalization of distance education.

The policy includes proposals for enhancing the provision of external studies by reducing duplication, fostering cooperation between institutions, and improving the overall quality, availability and efficiency of external studies courses (Australian Government, 1988, p. 49). In order to rationalize the production of external studies materials, the government announced that there would be approximately six Distance Education Centers (DECs) which would receive government funding to develop, produce, and deliver off-campus courses. The selection of DECs would be undertaken on a competitive basis; institutions had to submit an expression of interest in being designated a DEC, and DEC status would be made for a minimum period of five years with renewal subject to review. At the same time, the document stated that, while the rates at which federal government funding would be made for external students were still to be determined pending assessment of the costings included in institutional submissions, it was expected that the average total cost per student for external courses would be less than the rate for on-campus students. Furthermore the government proposed to establish a coordinating mechanism to assist in monitoring and reviewing external studies comprising those institutions designated as DECs, other teaching institutions, and the government. This group, now known as NDEC (National Distance Education Conference), will be charged with further rationalization of courses among the DECs as well as arrangements for filling gaps in the provision of courses, and for ensuring the development and delivery of programs of the highest quality using advanced technologies (for location of distance education centers, see figure 1).

A PERIOD OF CHANGE

Australian academic institutions face massive reorganization in the 1990s with almost all involved in some merger. By the end of 1989, eight institutions had been named as distance education centers; a slightly larger number than the government's predicted six. The policy statement allows those institutions which are not designated DECs to retain some involvement in distance education as delivery-only institutions, using one of the nationally accepted course packages developed by a DEC. The development of distance education centers, which represents a significant rationalization of distance education providers, will allow an opportunity for achieving economies through large-scale joint course development between institutions.

EXTERNAL ENROLLMENTS

Although a wide range of degree and post-degree programs are offered in the off-campus mode, enrollments are grouped heavily

in a few areas—humanities, social sciences, education, business, commerce and economics, and well behind this field, science (Johnson, 1983, p. 8). The science courses offered are concentrated heavily in computing science. Detail of the enrollment spread is shown in Table 2. In 1988, of the 308,500 effective full-time students enrolled in Australian universities and colleges of advanced education, 48,000 (16 percent) were enrolled in the external mode. Anwyl et al.'s



Figure 1. Location of Distance Education Centers

study (1987) found that external students are predominantly mature in age—i.e., they are more likely to be married, to have children, and to be employed than their on-campus counterparts (p. 166). Most of them have average to above average incomes from professional jobs, and most already have tertiary qualifications. In order of importance, reasons for studying externally were found to be employment, distance, and the freedom offered by the external mode

of study. In terms of their personal development during their studies, external students report that they have higher self-esteem, greater academic and intellectual interests; they also consider themselves less dogmatic and more socially liberal and altruistic. They consider that they have much better communication and leadership skills as well as much better academic abilities; they feel a greater satisfaction with life in general (p. 167).

Reports such as this have helped to dispel the aura of "second class citizenship" that once hung over off-campus studies and those that taught in this mode. The growth in student numbers; the number of professional development courses, such as the Master of Business Administration and other postgraduate courses; the achievement rates of the students; and the quality of course materials have helped rid off-campus studies of this slur. Course materials are developed in different ways by different institutions. Sometimes they are developed by individuals; in other cases (such as at Deakin University), courses are developed by course teams that may consist of up to six or more academic staff, professional experts from outside the institution, an educational technologist, a graphic designer, an editor, and on occasion, advice from library staff. There are also measures to provide students with the contact and support that are features of on-campus studies. While the most commonly used mechanism is a residential school, study centers, regional tutorial systems, advice networks, and any combination of these are often used.

TABLE 2
UNDERGRADUATE EXTERNAL STUDENTS BY FIELD OF STUDY, 1985

Advanced education	
Applied science	11.7%
Business studies	32.2%
Engineering	4.8%
Social sciences	8.2%
Humanities	6.1%
Education	30.3%
Other (a)	6.7%
University	
Arts	58.7%
Economics/commerce	11.0%
Education	15.4%
Law	4.2%
Science	9.1%
Other (b)	1.6%

Source: Commonwealth Tertiary Education Commission. (1986). *Review of efficiency and effectiveness in higher education; report of the Committee of Enquiry*. Canberra: Australian Government Publishing Service: p. 220.

(a) Includes specialist courses such as agriculture, architecture, and health sciences.

(b) Includes specialist courses such as agriculture, architecture, and medicine.

LIBRARY SERVICES TO OFF-CAMPUS STUDENTS

Library services to off-campus students were discussed at a forum on external studies in 1972, and at the 20th Biennial Conference of the Library Association of Australia in 1979 (the Library Association of Australia became the Australian Library and Information Association in 1989). There were very few professional articles on library services to off-campus students until the 1980s. In 1981, Store's survey, the first on library services to external students, was published. This disseminated much needed information on the variations in service then occurring around Australia.

While in some cases these variations may have reflected the different models of external teaching, it was clear that library services to off-campus students had been neglected by some institutions. At the time of Store's survey, eight institutions provided completely separate external studies collections; fifteen integrated resources for external students into their main collection; four had a separate external studies collection as well as regional study center collections; while four had no separate library resources for external students. Other library services also varied from two institutions providing only a lending service, to those offering a considerable range of reference and other services to their external students.

Five years later, Bundy (1988) carried out another survey of libraries to ascertain the range of services available to external students from their home institution (see Table 3). He concluded that, while considerable progress had been made in many areas, three major barriers in external students' use of the library service were: (1) lack of toll free telephone access; (2) freight charges not paid both ways; and (3) lack of online catalog access.

While there has been some development in access to online catalogs through advancements in automated library systems and networks, only a handful of libraries are providing toll free telephone access for their external students; even fewer pay the delivery charges both ways for material sent on loan. With the rationalization in the number of distance education centers, collaboration on a delivery system may result in improved delivery methods, at decreased unit cost, for all institutions.

DELIVERY OF LIBRARY SERVICES

The collections and staff of almost all institutions are now integrated with those supporting on-campus students. The postal request and delivery services offered by libraries are generally operated in similar ways. Students can request specific items for loan or as a photocopy and can seek information on a topic, particular facts,

or a database search. They are generally encouraged to write requests on a printed form, but libraries also accept requests and queries by telephone and increasingly by telefacsimile.

Most libraries provide borrowing privileges to all their off-campus students; some, however, do not send material by post to students living overseas, and, in one or two cases, the service offered to interstate students is inferior. Most provide photocopies of journal articles on a user fee basis; only a few provide these free of charge.

TABLE 3
SURVEY ON SERVICES TO EXTERNAL STUDENTS (18 RESPONDENTS)

	Yes	No
Does your library consider that within your <i>institution</i> there is adequate recognition of the library needs of external students?	9 (50%)	9 (50%)
Does your library consider it should be able to meet all of the library needs of your institution's external students?	11 (61%)	7 (39%)
Does it meet all library needs of your institution's external students?	5 (28%)	13 (72%)
Services provided		
Loans to all students	16	2
Items obtained on interlibrary loan	12	6
Photocopied journal articles—	15	3
provided without charge	7	
Reference service	16	2
Database searches	15	3
Toll free telephone access	3	15
Online catalogue access	4	14
User education	13	5
Deposit collections in regional towns	2	16
Delivery charges paid both ways	2	16

Bundy, A. (1988) Home institutions' library service to external students, survey December 1986. In C. Crocker (Ed.), *Coordination of library services to external students*. (Papers presented at the forum, Sydney, March 1-2, 1987). Sydney, Australia: Library Association of Australia p. 85.

The borrowing privileges allowed vary, but, in general, distant students have a slightly longer loan period than their on-campus colleagues. This often depends on the delivery method. More libraries are now using courier services, but the majority still rely on ordinary post. Post can be very slow to the more scattered areas of Australia, where even courier deliveries can take three to five days.

Most students request material from reading lists supplied with their course materials. Some institutions provide packaged courses which include "readers" or volumes of extracts from selected

monographs and journals and designed to provide a complete learning package. However, students who receive these readers make greater use of library resources to obtain the reference material necessary to supplement their study (Winter & Cameron, 1983).

While the services offered from each institution vary, in general the standard is quite high. Store (1981) found that: "Generally, those Australian institutions offering the best library services to their external students offer a better service than the best of those responding to the questionnaire from overseas" (p. 16).

TABLE 4
STAFFING LEVELS

	<i>Off-campus enrollments</i>	<i>Off-campus students using the postal service</i>	<i>Library staff for off-campus services</i>
University of New England	6,000	1,500	n/a
Deakin University	4,427	1,199	3.5
University of Queensland	2,329	n/a	8 full time 2 part time
Murdoch University	2,200	est. 600	1 full time
Macquarie University	1,667	181	2 full time
Curtin University	1,103	359	2
Armidale CAE	1,386	n/a	2
Brisbane CAE	1,470	n/a	3 full time 2 part time
Darling Downs IAE	3,471	n/a	3
Gippsland IAE	2,195	300	1.5
Mitchell CAE	3,544	est. 1,000	1
South Australian CAE	3,229	922	2.5

Bundy, A. (1988) Home institutions' library service to external students, survey December 1986. In C. Crocker (Ed.), *Coordination of library services to external students*. (Papers presented at the forum, Sydney, March 1-2, 1987). Sydney, Australia: Library Association of Australia, p. 85.

The staffing levels for service to external students vary dramatically, as does the number of external students using the library's postal request and delivery service (see Table 4). Off-campus students lack the same access to library services enjoyed by on-campus students. A majority of off-campus students make very little use of the range of delivery, loan, and information services available to them. The Winter/Cameron study, and, more recently, Grosser's (1987) work, shows that off-campus students inevitably turn to other sources to satisfy their information needs. They use other academic libraries, public libraries, special libraries, and personal collections. Students responding to a questionnaire for the Winter/Cameron study, strongly indicated that, no matter how good the service from the home institution, they prefer to consult library resources themselves at any

convenient library. In doing this, they can browse available books, determine their relevance to the study topic, and have immediate access to appropriate titles.

With the designation of eight distance education centers, staffing and the services offered to students will become the focus of discussion between centers in planning an improved service to all off-campus students.

In June 1990, a new librarian's group, the Librarians of Distance Education Centres (LDEC), was established and was comprised of chief librarians from all eight of Australia's DECs. To further their objective of a more unified approach to library services to external students, LDEC held a two-day forum of DEC librarians and off-campus librarians in December 1990 at Deakin University. Cooperative ventures, such as a common delivery method, jointly planned user education, and gathering and reporting useful statistics, were topics for discussion and cooperative development among the eight institutions.

GUIDELINES FOR LIBRARY SERVICES

The first national workshop on library services in distance education was held in 1981, and participants bore the responsibility for drafting guidelines for adequacy in the provision of library resources and services in distance education programs. A small working party used the statements from those workshop groups to produce *Guidelines for Library Services to External Students* (Crocker, 1982a) (available from the Australian Library and Information Association, Canberra, Australia, at a cost of Aust. \$12.00). The guidelines provide qualitative statements recommending the minimum level of provision of library services to students enrolled in the external mode with any post-secondary institution within Australia. In 1985, libraries of those institutions offering external courses were surveyed for information on the recognition and use of the guidelines. Of the thirty responses, three libraries were not aware of publication of the guidelines. Only eight libraries had evaluated their services and resources for external students by using the guidelines. Of those eight, four introduced changes to their service, and another desired change but was prevented through inadequate staffing and funding. Another library used relevant sections from the guidelines as a basis for recommendations on library staffing to their college administration. Of those libraries not using the guidelines for review, eight were then keen to do so.

RESEARCH INTO LIBRARY NEEDS

In 1982, the Commonwealth Tertiary Education Commission (CTEC) funded an investigation into student needs for reference material, the sources they use, and the effects of the external system in which they study. (In 1988, CTEC was restructured and renamed as the Department of Employment, Education and Training [DEET].) That report by Winter and Cameron (1983), *External Students and Their Libraries*, gave librarians the opportunity to compare student attitudes toward the library service provided by their home institution with information on services available.

In this survey, 94.6 percent of the respondents "overwhelmingly agreed with the proposition that the use of a library service is an important part of tertiary study," yet 77 percent felt that on-campus and off-campus students did not share equal educational opportunities (p. 33). A feature of the survey was that 60 percent of the respondents chose to make further comments on the open ended final page. Of that 60 percent, almost one-third mentioned particularly the need to have access to and borrowing rights at the libraries of geographically more convenient institutions than the one at which they were enrolled. Many suggested a special external student borrowing card which would automatically entitle the holder to borrow from any tertiary library in Australia.

STUDENT USE OF OTHER LIBRARIES

Open borrowing from academic libraries received attention in 1986 when the Commonwealth Tertiary Education Commission funded a study to collect information about the present policies and practices of academic libraries in registering for loans for students from other institutions. The first part of the survey was sent to all academic libraries and identified the regulations placed on visiting student borrowers; the second part asked for reactions to possible scenarios for the future, a future leading toward open borrowing. The questions in this part of the survey were answered on the basis of acceptable preferences; respondents eliminated all the answers that were totally unacceptable to them, and they indicated their preferences for the remainder. The report, *A National Library Card for External Students* (Crocker et al., 1987), concluded that, while a standard nationally acceptable library card was not necessary, standardized information, procedures, and undertakings were.

The report recommended that CTEC appoint a library to act as a coordinating agency to establish and maintain conditions in which university and college libraries would permit visiting external students to borrow. While this did not happen prior to the demise of CTEC, Deakin University Library compiles annually a list for

each state, as well as for all Australia, detailing the conditions under which libraries allow students from other institutions to borrow, the rules they impose, and details on any fees charged. A sample page from the list is shown as Appendix A. Many institutions send the guide to their external students. However, the situation is still varied and confusing—to librarians as well as to students—and greater effort at coordination is required. A problem free system for extending borrowing privileges to visiting student borrowers is needed; a system which is simple for the students so that it encourages them to register for loans, and is also simple for the libraries so that they can provide information to students and statistics to each other.

USER EDUCATION

Cooperative ventures in user education opportunities for off-campus students are also receiving some attention. The possibilities were explored at a national seminar in 1989, and the concept of cooperative user education was cautiously endorsed by the participants. Some institutions are beginning to work together in producing packages which will equip students anywhere, enrolled in any institution, to use any library. Some institutions have already produced quality video packages which can be used in any library to introduce students to resources in a particular subject area or show them how to use a specific reference tool (Deakin University Library has produced two in a series of videos—*Libraries: Your Gateway to Information. No. 1: Australian Studies* [1986], and *No. 2: Business Studies* [1988]). Inspired by the cooperative packages developed in Britain (Earnshaw, 1974), this will be an area that libraries turn their attention to in the 1990s. The production of quality user-education packages requires not only time and money, but also creative ideas; developing new and imaginative packages will be helped enormously by cooperation.

ROLE OF THE PROFESSIONAL ASSOCIATION

At its 20th Biennial Conference in 1979, the Library Association of Australia recognized the growing interest in development of services to off-campus students, and the Association's Special Interest Group (SIG) on Distance Education was ratified in November 1979. The group has a fluctuating membership of around 400 to over 600, and its members include librarians directly involved in provision of service to off-campus students, librarians in regional towns and isolated areas, as well as public librarians in larger cities.

The Special Interest Group hosted the national workshop in 1981 and publication of the guidelines in 1982. The Library Association of Australia provided funding for support of the small

working party responsible for the guidelines. In 1988, the association funded the distribution of the guidelines to vice chancellors of the universities and principals of colleges in the advanced education sector, as well as the Tertiary and Further Education (TAFE) colleges. An accompanying letter sought comments on the guidelines, on whether they should be updated, and on the need for quantitative standards rather than qualitative guidelines. While response was not overwhelming nor particularly constructive, support from the professional association for the guidelines is important. While there has been some tentative discussion about the possibility of preparing standards for this area of librarianship, it is only with the reduction of distance education providers to eight that the development of standards can become a more realistic proposition. Standards would provide a qualitative base from which the library's service could be objectively measured.

A NATIONAL FORUM

The association continued its fostering of interest in distance education by hosting, in 1987, a two-day forum on the coordination of support services to external students through institutional, public, and other libraries. The forum was chaired by Richard Johnson from the Commonwealth Tertiary Education Commission, and, at the time, chairman of CTEC's Standing Committee on External Studies. Representatives from various sectors, as well as divisions of the association, were invited to attend the forum; these included the Committee of Australian University Librarians, the Association of Librarians of Colleges of Advanced Education, the Australian Advisory Council on Bibliographic Services (now known as the Australian Council for Library and Information Services [ACLIS]); directors of external studies; the Australian and South Pacific External Studies Association (ASPESA); public libraries; special libraries; and school libraries. Working papers were presented by seven speakers and these served to focus discussion on particular issues affecting the provision of library service to off-campus students. The forum concluded with the identification of six major areas of concern: (1) the need for improved coordination of information; (2) the need to define more clearly the role of libraries; (3) more effective dissemination of information; (4) access to other libraries; (5) the importance of information technology; and (6) definition of the clientele.

A small working party, established to follow up on these issues, decided that more effective dissemination of information was an issue that could be dealt with quickly.

Consequently, the Special Interest Group produced in 1989 a guide in a convenient checklist format, detailing the library services provided by institutions enrolling external students. *Library Services for External Students: A Guide* is designed to assist both librarians and students who may not be aware of the library services offered by each institution. The guide was distributed free of charge to all state, special, school, TAFE, and academic libraries. Publication and distribution were made possible by donations from several academic institutions. A 1990 edition of the guide has not been produced; given the round of amalgamations, affiliations, and associations currently occurring in Australian higher education, production has been deferred until 1991. At that time, it will be possible to evaluate the usefulness of the guide by reference to a brief questionnaire inserted in the guide for completion by 1990. A sample page from the guide is shown in Appendix B. The association and the special interest group still have much to achieve, but a firm basis has been established for further work.

FURTHER COORDINATION

With only eight distance education centers, national coordination could foster the preparation of a common library guide for off-campus students, could help in the organization of a cost effective common courier delivery system; and assist in the development of collections and services to support off-campus students throughout Australia. This coordination looks far more possible in the 1990s with the establishment of NDEC, the National Distance Education Conference. This body has already set up a number of working groups which investigate areas of off-campus provision, such as quality in external teaching (it is interesting to note that the Working Party on Quality feels that the format of the guidelines may provide a basis for their own report), technological innovations, and database development. In this last area, the working group is devising proposals for a national database of course information; while of enormous benefit to present and potential students, this database will also help libraries plan collaborative ventures in collection development and user education.

CONCLUSION

The development of external studies in Australia occurred so rapidly in the 1970s and 1980s that librarians were often forced to be reactive rather than proactive in the development of library services. With the government's new rationale for higher education in Australia, there is, for the first time, a national focus on cooperation and rationalization that will foster discussion and collaborative ventures between the libraries of the designated distance education

centers. This will become increasingly necessary as the government's equity and access policies for higher education produce more courses offered in the external mode and more students. One of the challenges that faces distance education centers and their libraries is the costing of all aspects of off-campus provision and delivery so that true comparisons may be made with on-campus teaching and support services. The future is an exciting one, where, at last, a united library voice may have a chance to provide quality library services to off-campus students. Much work remains to be done over this coming decade in designing systems, monitoring and evaluating them over a period of change, cooperative focus, and united efforts.

APPENDIX A

1990 UNIVERSITY MASTER

BORROWING PRIVILEGES FOR EXTERNAL STUDENTS
AT UNIVERSITY AND CAE LIBRARIES IN AUSTRALIA

As an external student, borrowing privileges are sometimes available from other University and CAE Libraries. This list has been prepared to advise you of the borrowing privileges available from other libraries. Most libraries have their own conditions for registration as a borrower, and for loans. It is important that you abide by any rules imposed by these institutions.

Borrowing Privileges Available in Australia to External University Students

The Library is:	Borrowing Privileges are available to:	Introduction/Payment required	They want a guarantee that you or your library will pay for:
Alice Springs College of TAFE	All students	Current student card	-
Australian College of Physical Education	All students	Letter of introduction	Books lost
Australian Film and Television School	Some Higher Degree students	Introduction form.	Books lost
Australian National University	All students	Current student card and payment of annual fee (except where reciprocal agreements are in force)	ANU access and loans plus fines conditions apply to any external borrower
Avondale College	All Higher Degree students	Introduction form	Books lost Unpaid fines

APPENDIX B

Darling Downs Institute of Advanced Education

Darling Heights, PO Toowoomba, Qld. 4350
 Contact: User Services Librarian
 Ph. (076) 31 2468 Fax (076) 301182
 Telex 40010

	Yes	No
Answering service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Requests received by	<input checked="" type="checkbox"/>	<input type="checkbox"/>
mail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
phone	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Loans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
audiovisual items	<input checked="" type="checkbox"/>	<input type="checkbox"/>
books	<input checked="" type="checkbox"/>	<input type="checkbox"/>
journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
prescribed texts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Photocopy service	<input type="checkbox"/>	<input checked="" type="checkbox"/>
at a charge	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Postal service to	<input checked="" type="checkbox"/>	<input type="checkbox"/>
all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
most students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Courier delivery service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Return postage paid	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Information/reference service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interlibrary loan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
undergraduates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
postgraduates	<input type="checkbox"/>	<input checked="" type="checkbox"/>
student pays	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online searches for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
at a charge	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open evenings/weekends	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Deakin University

Geelong, Vic. 3217
 Contact: Tony Cavanagh, Off-Campus Librarian
 Ph. (052) 471349 Fax (052) 442777
 Telex DUNIV 35625

	Yes	No
Answering service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Requests received by	<input checked="" type="checkbox"/>	<input type="checkbox"/>
mail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
phone	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Loans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
audiovisual items	<input checked="" type="checkbox"/>	<input type="checkbox"/>
books	<input checked="" type="checkbox"/>	<input type="checkbox"/>
journals	<input type="checkbox"/>	<input checked="" type="checkbox"/>
prescribed texts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Photocopy service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
free	<input checked="" type="checkbox"/>	<input type="checkbox"/>
at a charge	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Postal service to	<input checked="" type="checkbox"/>	<input type="checkbox"/>
all students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
most students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Courier delivery service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Return postage paid	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information/reference service	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interlibrary loan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
undergraduates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
postgraduates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
student pays	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online searches for students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
at a charge	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Open evenings/weekends	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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