

Library, Information and Knowledge (LIK) practitioners' experiences, skills and confidence of taking part in research as part of professional practice: a baseline report

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September 2025



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Executive Summary

This report presents an overview of the findings of a survey to provide a baseline of skills and confidence of UK Library Information and Knowledge (LIK) professionals engaging in research. The survey covers all sectors and will underpin and provide recommendations for the Library & Information Research Group (LIRG) and the Chartered Institute of Library and Information Professional's (CILIP's) work in this area going forward.

The survey was adapted from a tool previously used for similar purposes in Australia.

The survey was open to any UK LIK professional and received 278 responses, most were from the academic and health sectors but otherwise respondents' demographics were largely in line with CILIP membership, that is white, female and over 40.

Findings

- Whilst there are some variations across sectors, most respondents held a LIK qualification, few hold a research qualification, yet most have engaged in research relating to their employment in the last five years.
- Those who have recently engaged in research are more likely to apply research findings to practice. A significant proportion of respondents do not apply research to practice.
- Those who do undertake research are unlikely to publish it, with almost half the profession having no experience of publishing research.
- The largest barriers to research are reported as time, travel, funding and access to research design or statistics. However, research is not included in most annual performance reviews and only a quarter agree that research is part of their unit's plans.
- There is a lack of confidence in both reading and applying research findings and doing research, with few experienced in most parts of the research process. The need for support for research is widespread and needed across most areas of research process.
- Most respondents agree that research is relevant to their role and professional practice and, they are interested in engaging with research in the future.

Conclusions and recommendations for the profession

- There is an appetite for doing research, but practitioners lack confidence in many research methods or activities, including applying research findings to practice.
- A change in culture is needed if CILIP is to realise its values of being an evidence-based profession.
- Advocacy and support are needed to improve engagement in library practitioner research to reach the considerable proportion who have 'never' undertaken research.
- Research skills need to be refreshed and updated. All practitioners should be responsible for updating their research skills and this should be facilitated by organisations.
- There is a need for training to enable practitioners to undertake research which goes beyond generating a research question and searching the literature.
- Research dissemination could be facilitated at an organisational level by providing funds and training for publications and time. Informal and formal mechanisms should be encouraged.

- Those in leadership roles should encourage and facilitate their staff to carry out research to ensure that their practice is based on research evidence and there is evidence underpinning professional practice.

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Foreword

Library, Information and Knowledge (LIK) professionals use their skills and services to help people make better decisions through access to information or research and hold values of being an evidence-based profession themselves. To be an evidence-based profession, LIK professionals need to use and undertake research relevant to their profession and professional practice. The Library Information and Research Group (LIRG), a specialist interest group of CILIP, the UK professional body, supports and raises the profile of library and information science research and encourages 'research into practice.'

My idea for the project reported, in part, developed over several years, as a member of the LIRG committee and as a Trustee of CILIP. LIRG regularly holds introductory training for research skills, yet most of our committee members had no experience of doing research and thus were unable to deliver our training activities. As an advocate of evidence-based library and information practice for over 20 years, I was delighted when CILIP stated being evidence-based as one of the values in its strategy for the profession. However, I questioned that if members of the LIRG committee, who were undoubtedly interested in practice-based research, had never done any research – where did this leave the rest of the profession? Colleagues in Australia had received funding to examine and develop the research culture of LIK professionals in Australia and had undertaken a study to this effect. They kindly shared their survey tool, and I proposed a project to LIRG committee members which would replicate the Australian survey for the UK. This would be a straightforward project, utilising existing tools and building on previous research. The project would provide those interested with an opportunity to get involved in a research project, by practically developing their skills in a supportive environment, learning by doing elements of the research process which appealed to them or in an area where they wanted to develop skills. Those involved in the project, either as a current or past LIRG committee member are listed below, and from hereon are known as the project team. Individuals engaged in a literature review, reviewing and adapting the questionnaire, drafting ethics applications, recruiting participants, analysing the results, and when the questionnaire posed more questions than it answered, taking part in and analysing interviews. Although not always straightforward, the project provided many opportunities for skills development and the team remained enthusiastic, through the ups and downs of the research process, increasing in confidence as the project progressed (and expanded). Whilst it may have started as my idea, it soon developed into a collective effort where everyone contributed, pulled together and developed the project and its direction collaboratively. Keen to practice what they preached, and as we realised the wealth of data at our fingertips, project team members led and took forward the dissemination, including conference presentations, this report and academic papers. A full list of outputs completed and in progress are listed at the end of this report.

This report presents an overview of the survey findings, the first of its kind in the UK, providing a baseline of LIK skills and confidence of engaging in research to underpin and provide recommendations for LIRG and CILIP's work in this area going forward. Other elements of the project and a more detailed analysis of these findings will be published in academic journals.

Alison Brettle

Professor of Health Information and Evidence-based Practice, University of Salford, LIRG Committee Member and CILIP Trustee

Introduction

The Library and Information Research Group (LIRG), a subgroup of CILIP, has a mission of supporting and raising the profile of library and information science research and encouraging 'research into practice' amongst library and information practitioners. However, little is known about the research undertaken in practice and the confidence and skills of Library, Information and Knowledge (LIK) practitioners in conducting research. Understanding this would enable LIRG to adopt a strategic focus and ensure that its resources and activities are targeted to where they are most needed. We became aware of a questionnaire and study carried out in Australia (Partridge, 2024) and we decided to conduct a similar survey of UK Library, Information and Knowledge (LIK) workers.

This report presents results from the LIRG Library Information and Knowledge Practitioners' Experiences of Research Survey. The questionnaire was open to all LIK practitioners based in the UK, from June 2023 – November 2023. The survey questions are listed in Appendix 1. The report first describes key characteristics of the respondents, their demographics, qualification and LIK sector. It is then followed by results categorised into two sections which reflect two of [LIRG's aims](#):

- Increasing the profile and influencing the direction of library practitioner research, and
- Assisting in the development of emerging researchers

Results are predominantly quantitative in nature with some interpretation and inclusion of selected qualitative responses where appropriate. Appendix 2 lists other research outputs from this project.

1 Questionnaire respondents

1.1 Respondent Demographics

There were 278 responses to the questionnaire, the majority of whom were middle-aged white women. The demographic composition of our respondents is similar to the library, information and knowledge (LIK) sector demographics reported in the Study of the UK's Information Workforce 2023 report (Reddington, M. and The Kinetiq Team, 2023) (table 1).

Specifically, of the 275 gender responses, most respondents were female (70%), 21% were male, 7% prefer not to say, 1% were non-binary, and 1% prefer to self-describe (fig 1.1.1).

Most of the 271 age responses were 'middle-aged', with 33% 41-50 years old and 34% 51-60 years old (fig 1.1.2). Ninety four percent of 277 ethnicity responses were white British (fig 1.1.3) (94%).

Most of the 271 disabilities responses said their day-to-day activities were NOT limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months (78.52%). Those a little limited accounted for 20.66% and those 'a lot limited' accounted for 1.1% of the respondents. (fig 1.1.4).

The breakdown for sexual orientation (fig 1.1.5) was:

- 71.17% heterosexual/straight
- 12.41% preferred not to say
- 7.66% were bisexual
- 2.19% asexual, 2.19% queer
- 2.19% gay man
- 1.46% lesbian/gay woman
- 0.36% preferred to self-describe

- 0.36% described themselves as questioning

1.2 Respondent's Library, Information and Knowledge Sector

Figure 1.2 shows the largest groups of respondents were from university libraries (134 of 278 respondents) and health libraries (77) followed by public and school libraries (both 10), university research centres (9), national library (8), non-traditional (7), independent research organisation (4), commercial and museum libraries (both 3), government and legal libraries (both 2), 1 business library and 8 'other'. This differs from most recent comparisons with CILIP membership, where the largest group is public librarians (CILIP, 2024: private communication).

1.3 Academic and research qualifications

Most respondents hold a master's degree in library and information science (LIS) or knowledge management (KM) (fig 1.3.1). Most respondents have conducted research as part of their professional qualification (fig 1.3.2).

Only 43 of 278 respondents hold or are studying towards a research qualification (fig 1.3.3). Of these 43, most are university library sector, and the majority hold a PhD. Note, 30% of these were 'in progress'.

Table 1 Comparison of LIRG survey respondents 2024 and UK Information Workforce 2023 report

	Female	Aged 40 and over	Non-white ethnicity	Have reduced ability for day-to-day tasks	Straight/heterosexual orientation
LIRG Survey Respondents	70%	*74%	6%	22%	71%
UK Information Workforce 2023 report	75%	73%	4%	17%	Not reported

*LIRG data is for aged 41 and over

Fig 1.1.1 Gender

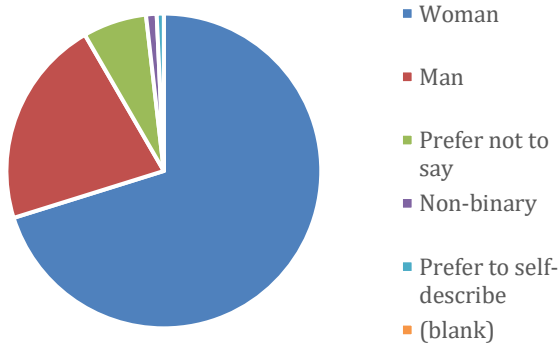


Fig 1.1.2 Age

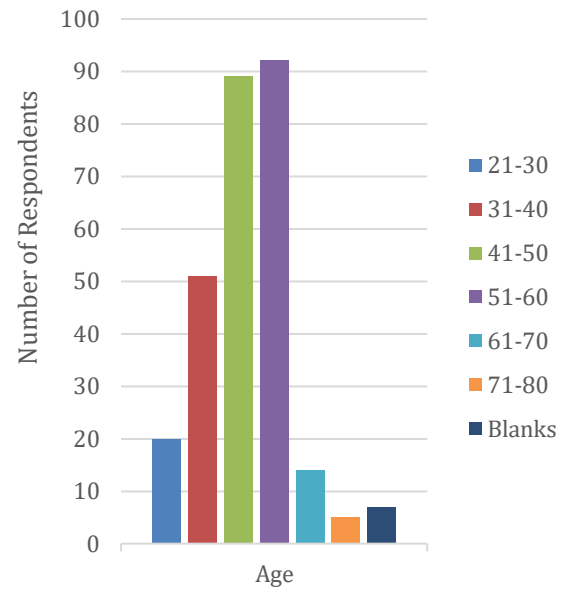
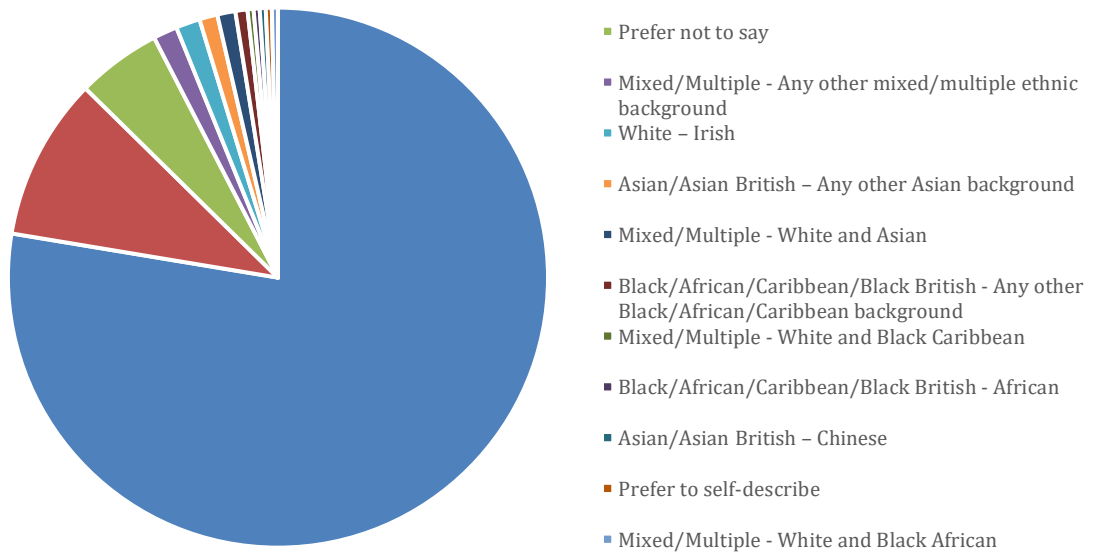
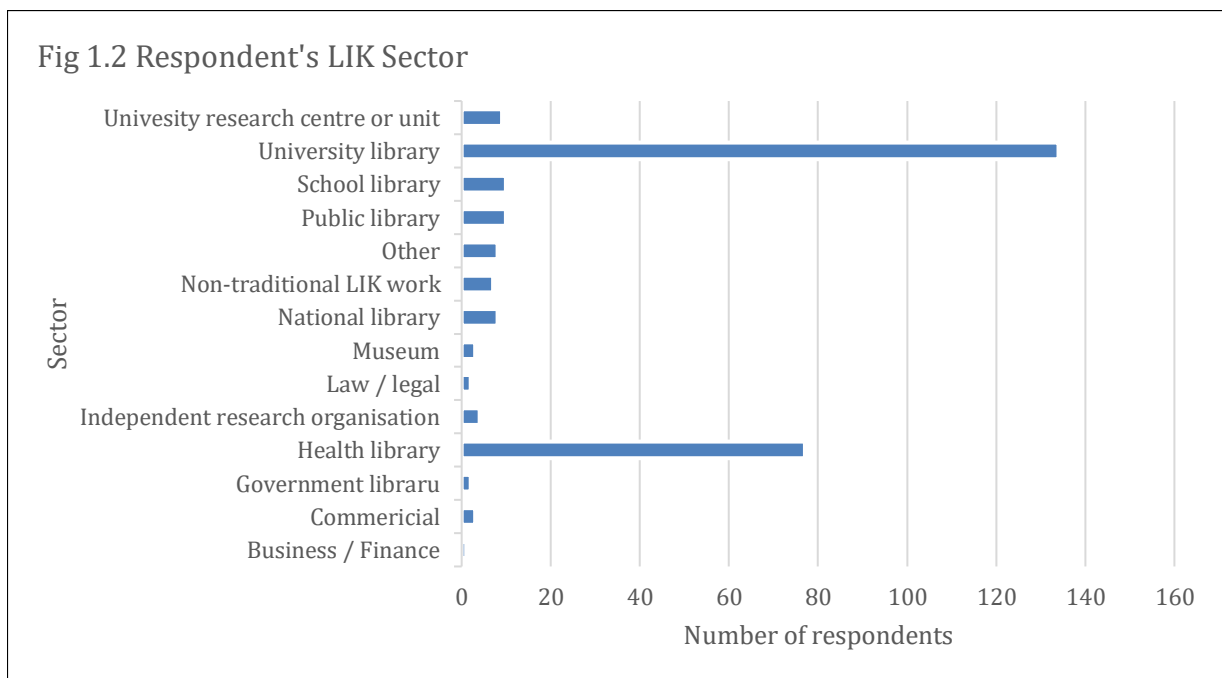
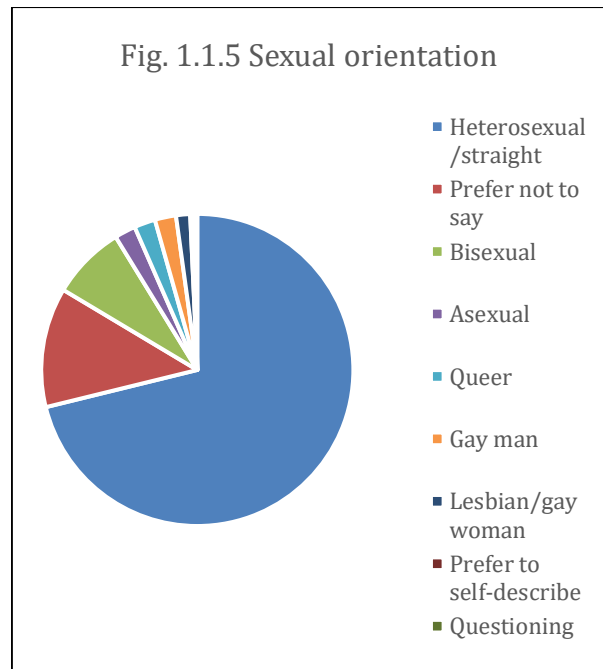
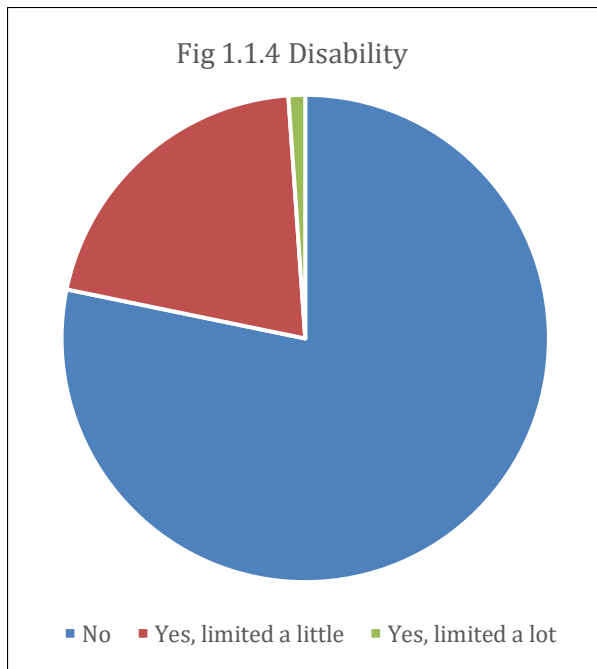
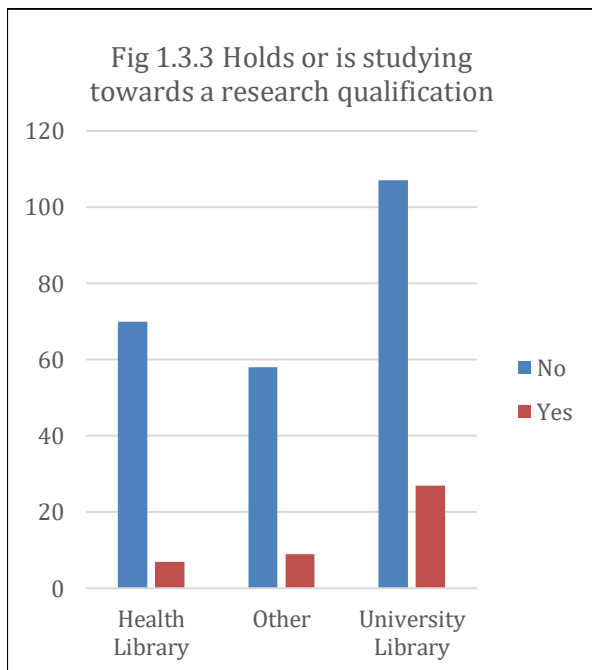
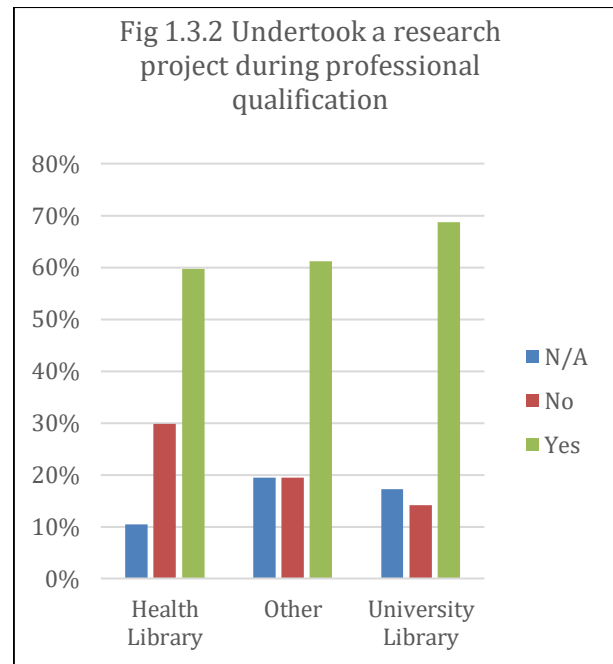
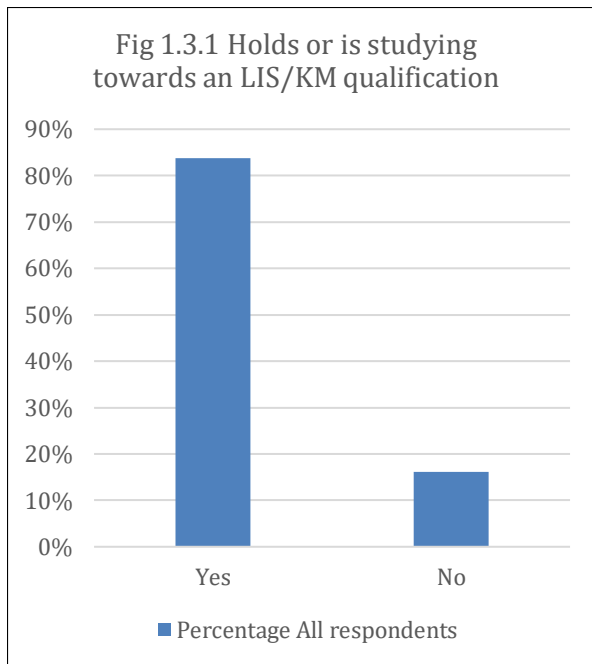


Fig. 1.1.3 Ethnicity







2. Increasing the profile and influencing the direction of LIK practitioner research

The questionnaire sought to understand the importance of research to practitioners and the extent to which they engaged in undertaking LIK research rather than supporting other researchers as part of their professional role. However, respondents may be disproportionately those with an interest in research, rather than fully representing the views of the wider profession or those who are not engaged in research.

Caution is needed when interpreting the responses to questions about research engagement as respondents had differing interpretations of 'evidence-based practice' and 'research'. This was demonstrated in the qualitative questions which asked respondents to define these terms. As respondents view what constitutes 'research' differently to each other, drawing conclusions about level of research experience could be problematic. The responses to the open questions also suggested that many LIK practitioners feel that research itself is something that is regarded as 'academic' rather than something that practitioners do. There is an understanding that research needs to be 'rigorous' and 'authentic' and questionnaire respondents understand that there are different types and scales of research, with 'original' research being significant. The qualitative responses also point to a general understanding of how practitioners can use existing and previous research to inform their practice, and that this is more common in evidence-based practice environments such as healthcare environments (e.g. health LIK practitioners).

2.1 Research engagement trends

In all sectors more respondents had engaged in research related to their employment within the last five years compared to those who had engaged six or more years ago or never engaged in research. The pattern for all sectors is similar with those that had never engaged in employment-related research being higher than those who had done employment-related research over six years ago (fig 2.1.1).

Research related to the LIK profession is more evenly spread across the three time periods but encouragingly the percentage of those who engaged more recently in LIK profession-related research is higher in all sectors (fig 2.1.2).

The length of experience in the profession did not seem to affect the recency of research related to employment. A larger number of respondents that completed the questionnaire had more than six years' experience. Across all respondents a larger proportion have engaged in research related to employment more recently, than not recently or never (fig 2.1.3).

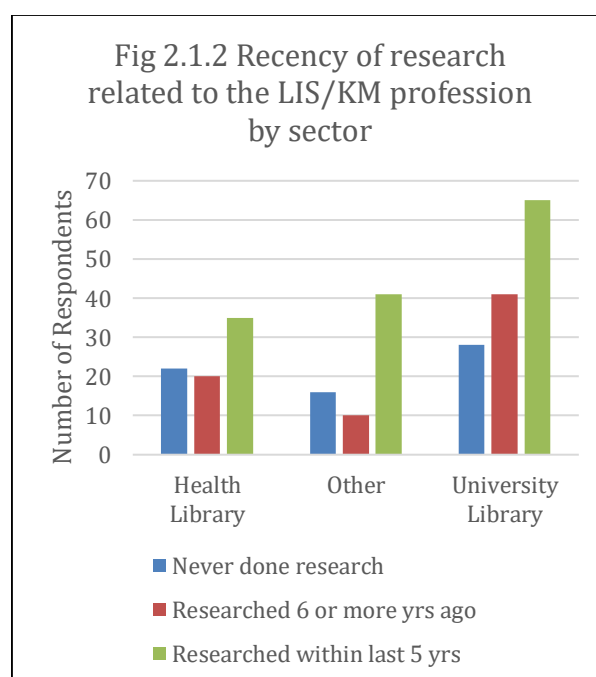
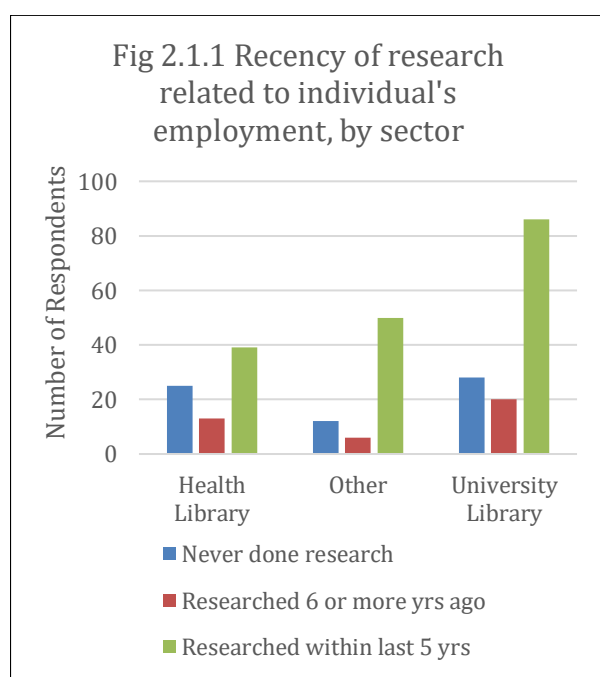
Research related to 'the profession' rather than 'employment' has a slightly different trend. The respondents with less years' work experience have done more recent research related to the profession. This could be because they may have completed a dissertation for their master's on a LIK profession-related topic (fig 2.1.4). However, this would need further analysis.

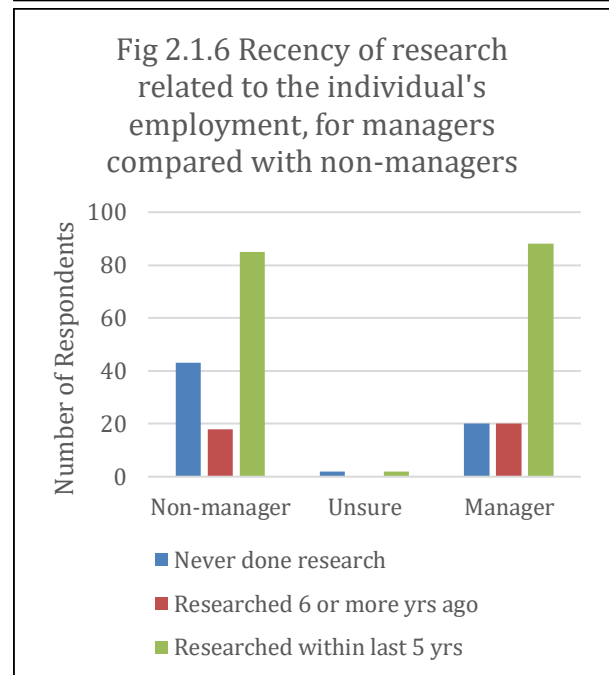
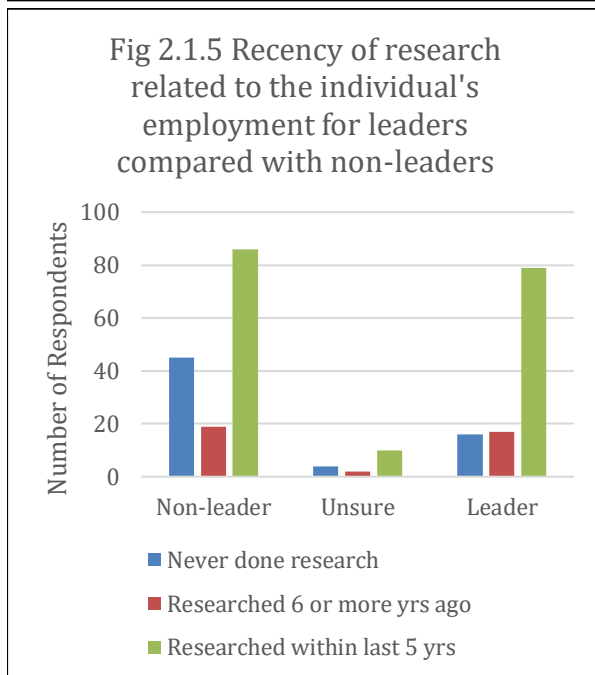
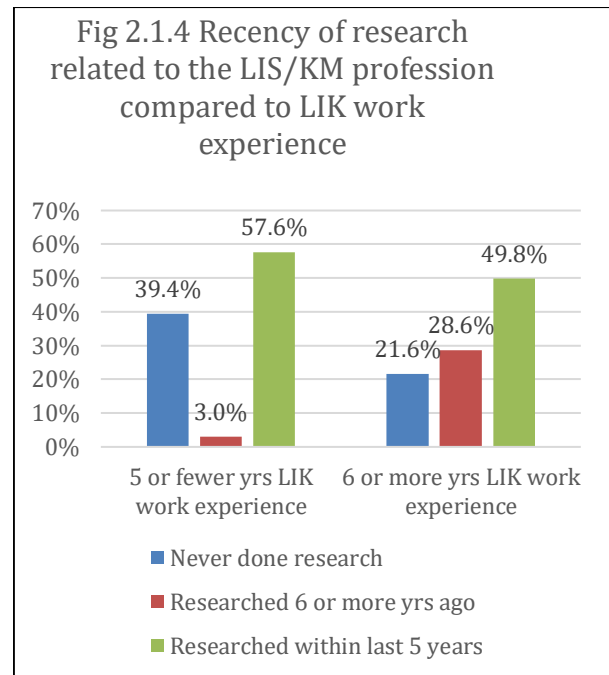
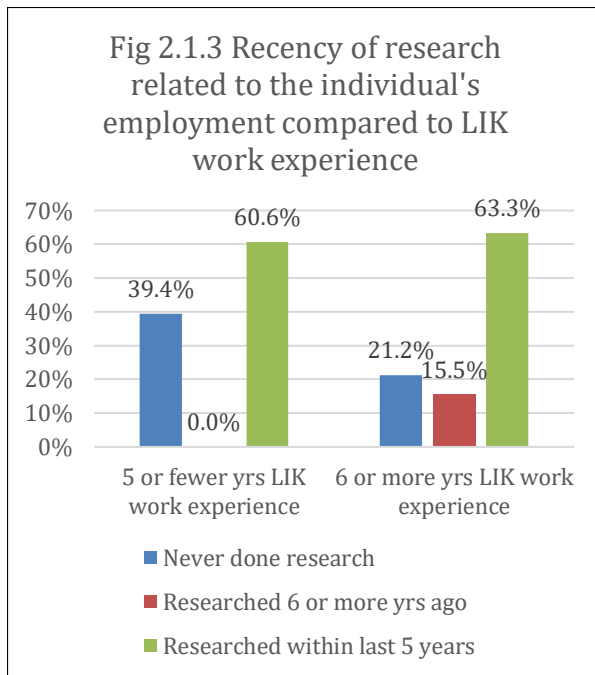
We need to understand how respondents interpreted the difference between these two questions and perhaps a definition would have been useful. Slightly fewer respondents reported conducting research relating to the profession rather than their employment. This could indicate that more research is focussed around specific questions within a respondent's employment rather than of

relevance to the wider profession. Alternatively, it may be that some respondents considered a 'research support role' as research related to their employment.

The breakdown of research engagement by years of experience suggests there could be a need to improve the profile of research among those new to the profession. For practitioners with five or fewer years of work experience, 39.4% had never done research. This is a considerable lack of engagement if the profession is aiming to be 'evidence-based'. We should also emphasise the importance of research that addresses the needs of the profession, not just immediate needs of employment (day-to-day work). Although as mentioned above this may be more about how these similar questions were interpreted. The responses to open text questions tend to suggest an overall understanding of the difference between research conducted to inform LIK service operations (e.g. service evaluations) and empirical research into LIK professional issues. From the open text questions, few respondents were engaged in the latter and were more inclined to be involved in service evaluation as a form of research. Interestingly several health and academic LIK respondents shared how they might be involved in specific aspects of other people's research (e.g. supporting academic research in a university setting or contributing to literature searching in a clinical evidence-based practice setting), but on the whole, this did not appear to extend into their own research into the LIK profession.

The questionnaire sought to understand if engagement in research related to having a leadership or management role. Of the non-leaders, slightly more respondents had engaged in recent research than leaders (fig 2.1.5). In terms of managers, slightly fewer non-managers had engaged in recent research than managers (fig 2.1.6).





2.2 Implementing research in practice

One of CILIP's strategic values is being evidence-based, therefore we asked if practitioners applied research findings to their practice as well as whether they engaged in research or activities associated with doing research.

Encouragingly, those who have recently engaged in research related to their employment are more likely to apply research to their practice or employment than those who have never engaged in research (fig 2.2.1 and fig 2.2.2). Similarly, those who have recently engaged in research related to the LIK profession are more likely to apply research to their practice or employment than those who have never engaged in research (fig 2.2.3 and fig 2.2.4).

Some practitioners are applying research findings to their practice but not doing research themselves. This indicates that they are taking an evidence-based approach in line with CILIP's professional values.

Significant proportions of practitioners have never or not recently applied research to practice, this is a concern if CILIP is to achieve its mission of being an evidence-based profession (Chartered Institute of Library and Information Professionals, 2022). Understanding if and why some practitioners are not motivated to implement research findings could help identify ways to improve research engagement and realise the professional values of being evidence-based.

Responses to qualitative questions provide more insight into what may help practitioners apply research to their practice. Several respondents acknowledged evidence-based practice as something that they are or could engage with and stated factors to help apply existing (e.g. published) research results to professional practice are: time, funding, training, mentoring, confidence, and organisational support. Some suggestions for supporting the application of research into practice included:

- Having a formal place where research is recorded, openly sharing what has and has not worked.
- Developing more openness across the profession and within organisations to change, for example, adjusting workflows and processes in response to new evidence.
- More space and support for experimentation based on search results including acceptance of potential failure.

Fig 2.2.1 Application of research to practice by those who have done research related to their employment within last 5 years

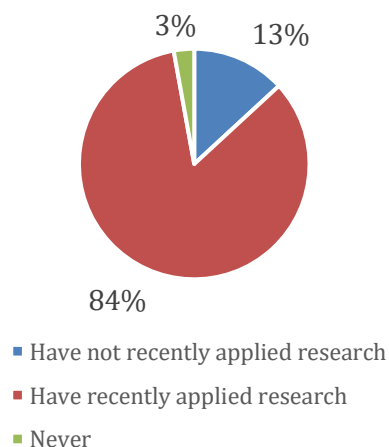


Fig 2.2.2 Application of research to practice by those who have never done research related to their employment

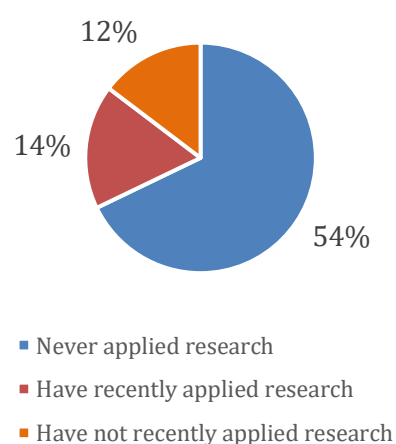


Fig 2.2.3 Application of research to practice by those who have done research related to the LIK profession within last 5 years

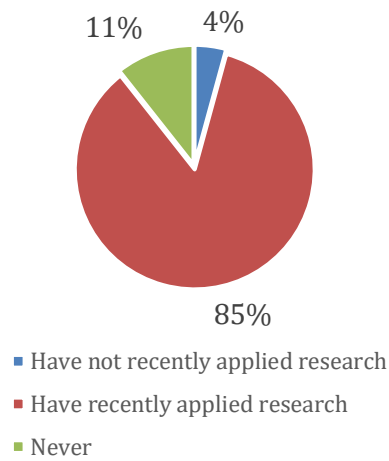
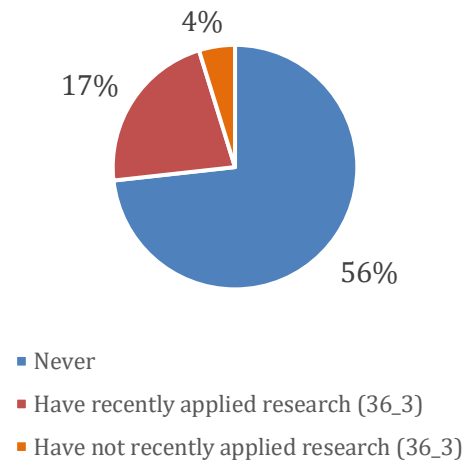


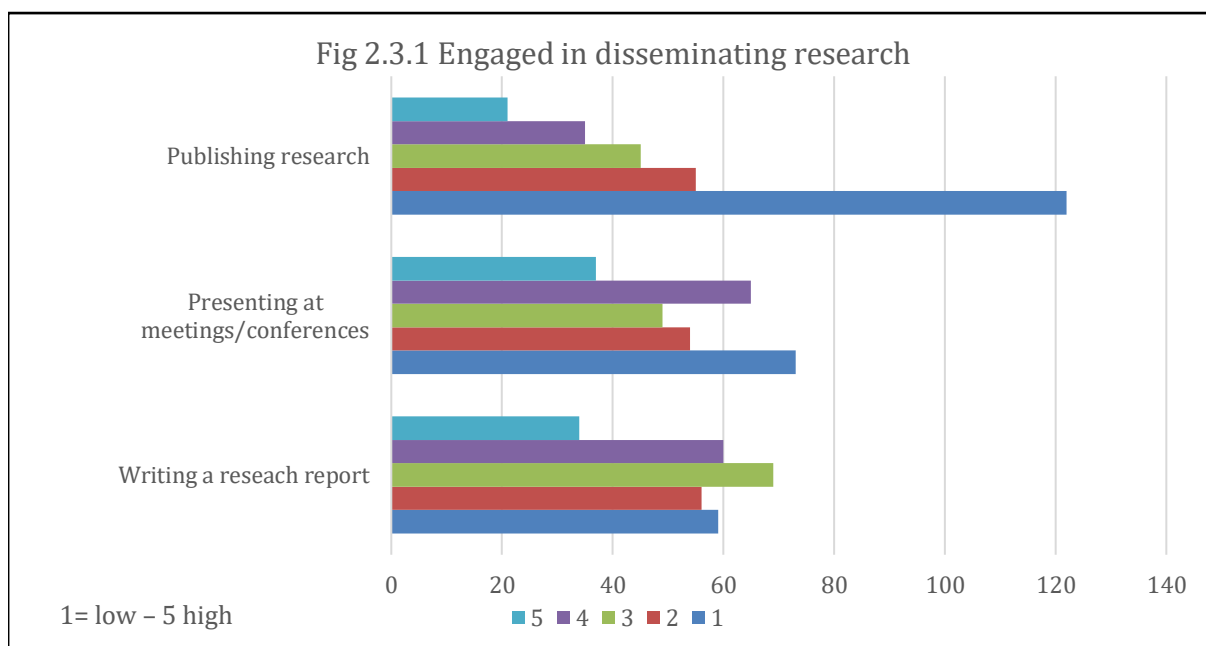
Fig 2.2.4 Application of research to practice by those who have never done research related to the LIK profession



2.3 Disseminating research

Figure 2.3.1 illustrates a low level of publishing research is dominant. Almost half of the respondents (49%) have no experience publishing research. Presenting at conferences and writing research reports have more mixed results, with 43% having no experience presenting research at meetings or conferences.

This suggests that whilst LIK practitioners are conducting research they are not necessarily publishing the outcomes of that research. By not making research accessible we are contributing to 'invisible research waste' where research may be unnecessarily duplicated through researchers being unaware of existing research, there are lost opportunities to learn and improve practice by building on previous research, and there are risks of publication bias if positive results are published but negative results are not (Rosengaard, L.O. *et al.*, 2024). Publishing conference abstracts rather than full papers limits the description of methods and volume of results that can be shared, which ultimately impacts the potential implementation of research into practice.



2.4 Organisational support for practitioner research engagement

We were keen to understand the barriers to engaging with research at an organisational level (individual factors are discussed in section 3). According to the respondents, organisations are supportive of practitioners doing research in terms of providing training and continuing professional development (CPD). Time, travel funds, research funds and access to research design or statistical expertise appear to be the largest barriers to practitioners engaging in research. Training or 'other CPD' is the most common support offered (fig 2.4.1).

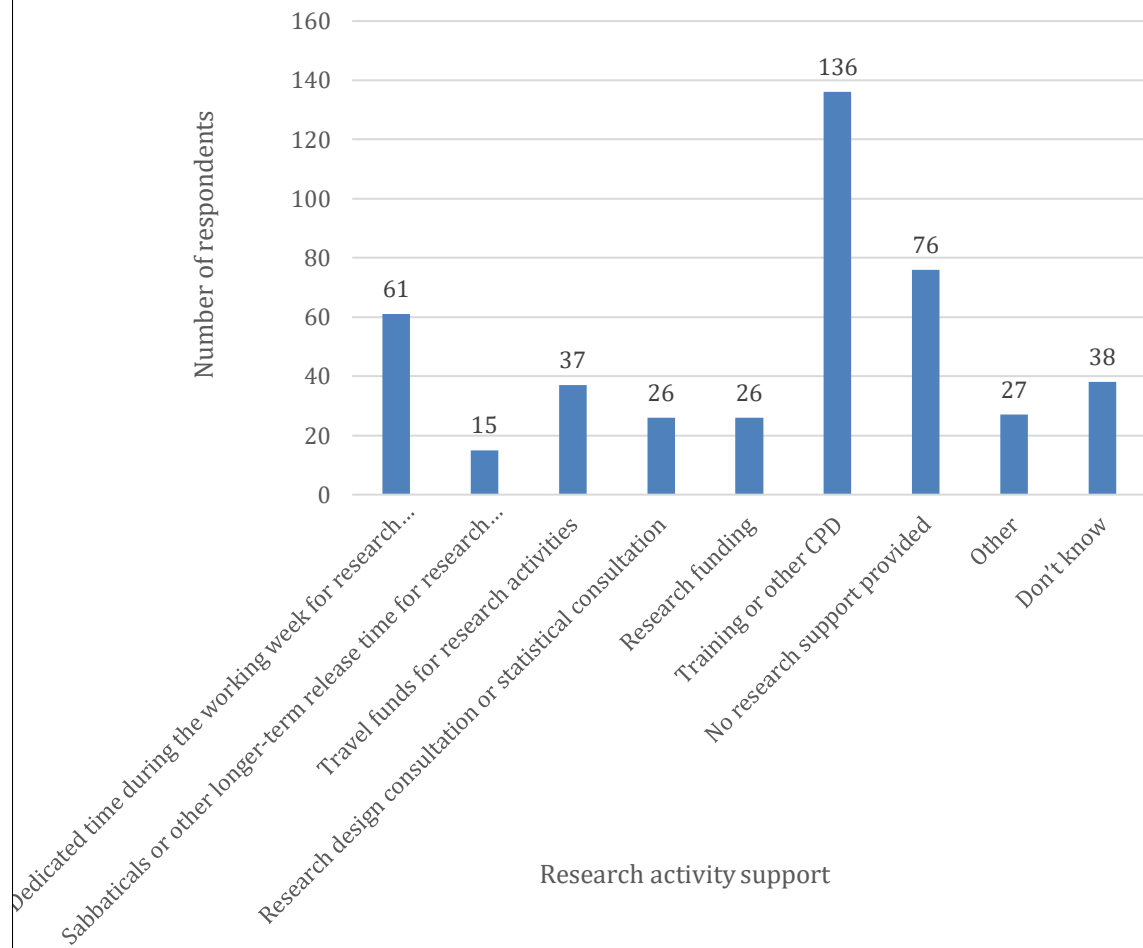
Most respondents (78%) do not include 'research' in annual performance reviews, indicating that research is not recognised as a key role or part of the job for the LK professional. Having research as part of an annual performance review is lowest for health libraries (15.58%) and highest for 'other' sectors (40.3%) (fig 2.4.2).

Figure 2.4.3 groups views into those highlighting support or barriers. Results for this question were mixed, unclear or contradictory at times.

Although the majority believe time is a barrier, over half think their line manager is supportive of them engaging in research and one third agreed they would like to engage in research and have enough support. In general, the responses to the open text questions in the questionnaire validate this position, with respondents suggesting that they need more 'time and space' in order to fully engage in using 'credible', 'authentic', 'up to date' information and research to inform their practices.

Looking in more detail at managers and leaders' views on time and funding available for research this showed a small difference. Slightly more leaders or managers felt that there is too little time to undertake research, compared with other staff (fig 2.4.4). Non- leaders or managers were less sure if funding was available or not than leaders/managers. In both groups, over 50% of the respondents felt that funding was not available (fig 2.4.5). There was negligible difference between leaders, managers and other staff regarding whether research was part of their unit's work plans.

Fig 2.4.1 Support offered by employers enable staff to conduct research



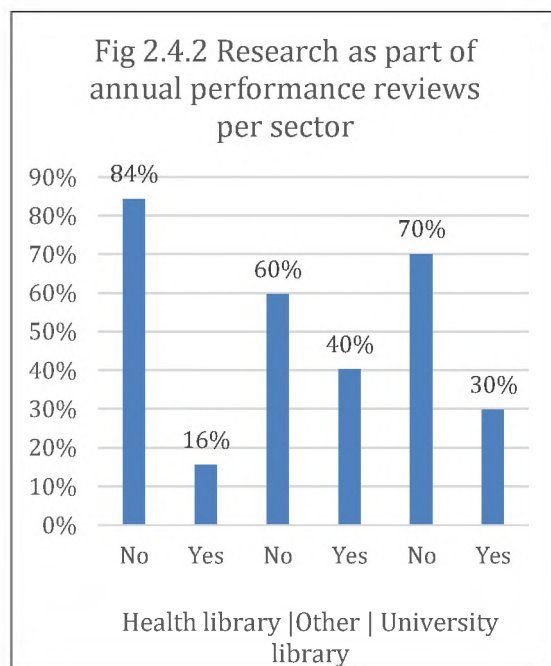


Fig 2.4.3 Respondents views on organisational barriers

Organisational Support	Unclear responses	Organisational Barriers
<ul style="list-style-type: none"> •54% agree/strongly agree that their line manager is supportive of them engaging in research •34% agreed/strongly agreed they would like to engage in research and have enough support 	<ul style="list-style-type: none"> •45% agree/strongly agree their work colleagues are supportive of them doing research but 49% were neutral for this question 	<ul style="list-style-type: none"> •72% agree/strongly agree there is too little time in the working day to do research •22% agree/strongly agree that funding is available to conduct research if they wanted to • 25% agree that research is part of their work unit's plans •51% agree/strongly agree they would like to engage in research but are too short staffed, 25% were neutral for this statement

Fig 2.4.4 Currently there is too little time in my working day to do research

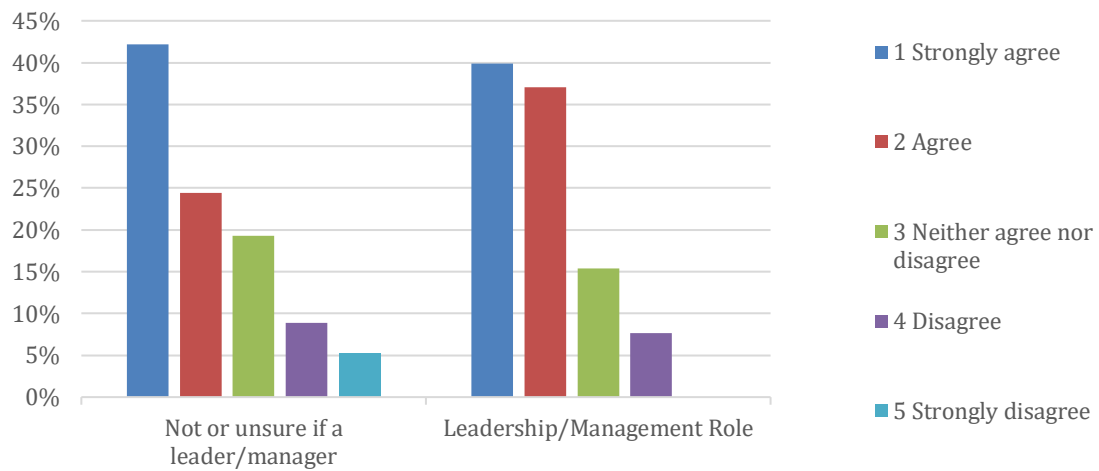
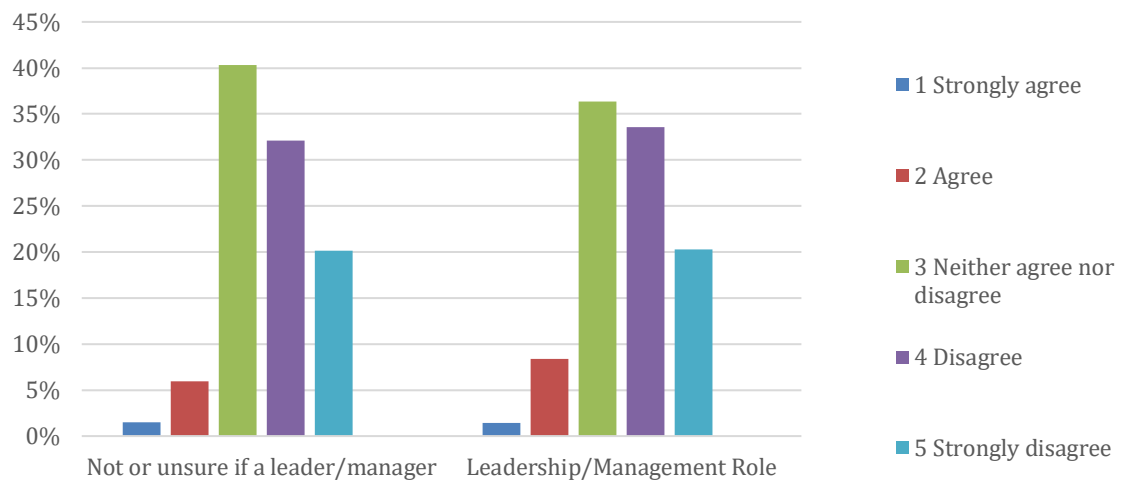


Fig 2.4.5 Funding is available to conduct research if I want to



3. Assisting in the development of emerging researchers

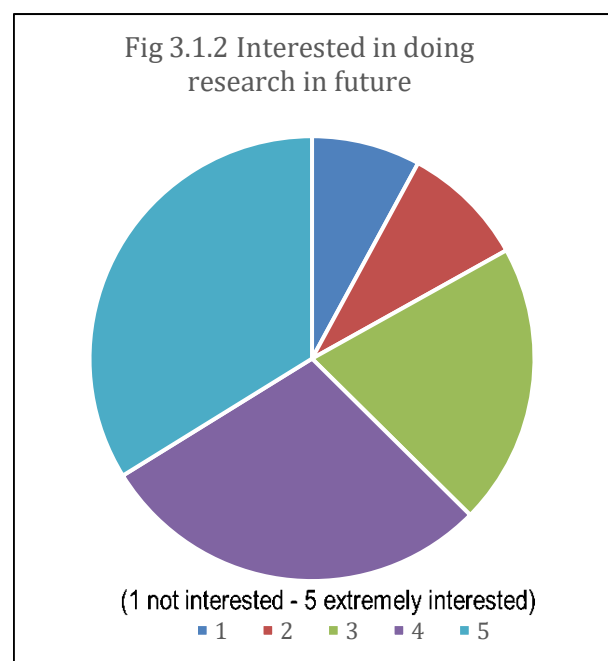
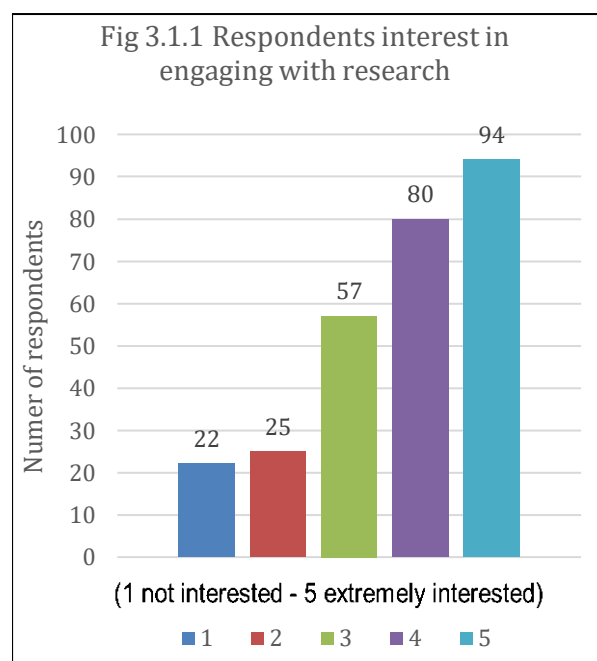
We looked at confidence in skills, skills gaps and barriers to research to identify potential ways to assist in developing future researchers. It is the aim of LIRG to identify or monitor these areas to help develop future researchers.

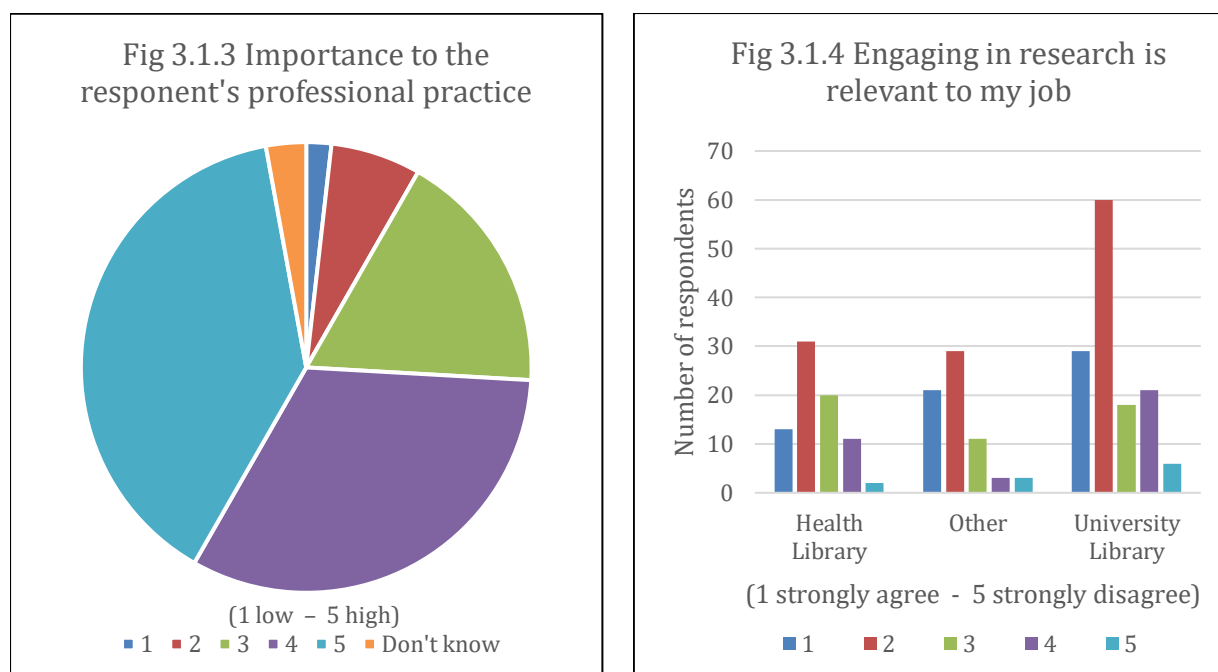
3.1 Motivation to do research

Looking ahead, it is important to understand if LIK practitioners are keen to engage in research in the future.

Overall, LIK staff are motivated to do research in the future, but engagement varies slightly by sector. Most respondents are interested in engaging in research (fig 3.1.1), with 63% selecting 4 or 5 on a scale where 5 is extremely interested in doing research in the future (fig 3.1.2).

Most respondents (66%) agreed that research is relevant to their professional practice (fig 3.1.3). University library practitioners were most likely to agree that engaging with research is relevant to their job, followed by 'other' sectors and then health libraries (fig 3.1.4).





However, there is a considerable proportion who have ‘never’ undertaken research (figs 2.1.1 – 2.1.6). Given the high proportion of respondents who want to engage in research, support is needed to facilitate emerging researchers and those who have never engaged in research to realise their research potential.

3.2 Feeling prepared and confident for research

Just over half the respondents (56%) agreed their professional degree prepared them to read and understand research-based literature (fig 3.2.1) while less than half (47%) felt it adequately prepared them to conduct original research (fig 3.2.2). This indicates a lack of confidence and points to gaps in research and related skills training within higher level LIK degrees to translate to supporting research practice in the workplace.

When comparing results for different sectors, there seems little difference in feeling prepared to read and understand research (fig 3.2.3) or conduct original research (3.2.4).

Across all sectors, more respondents are comfortable doing qualitative research (36%) than quantitative (27%) (figs 3.2.5 and 3.2.6). For analysis methods, only 13% were comfortable in doing statistical analysis and 29% in doing qualitative analysis (fig 3.2.7 and 3.2.8). The ‘other’ sector LIK practitioners are the most comfortable in doing most types of research (except quantitative), the health library sector are the least comfortable doing research (figs 3.2.5 to 3.2.8).

These results indicate a need for training across all research methods but an emphasis on data analysis, particularly statistical. They may also indicate a need to collaborate with other methodologists such as statisticians on research projects to address data analysis methods gaps.

Fig 3.2.1 Feel prepared to read and understand research following LIS/KM qualification

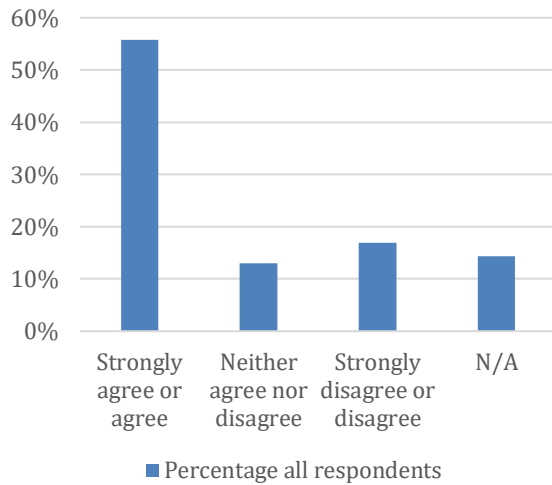


Fig 3.2.2 Feel prepared to conduct research following LIS/KM higher level qualification

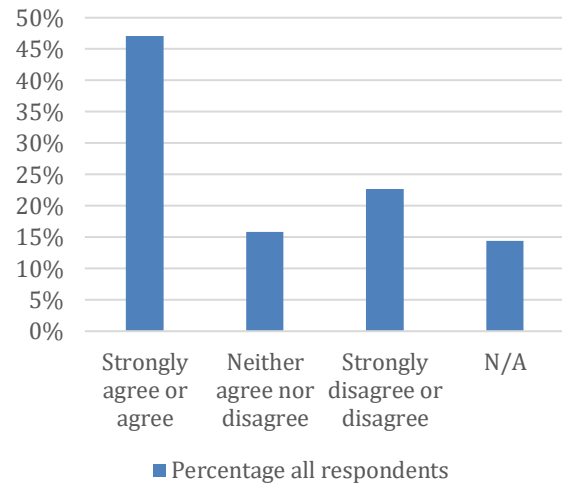


Fig 3.2.3 LIS/KM qualification prepared practitioners to read and understand research based literature - by sector

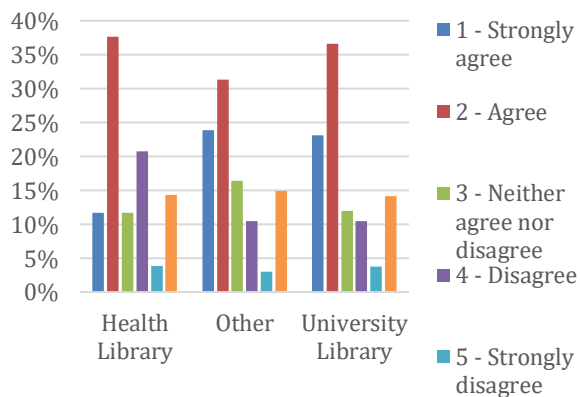
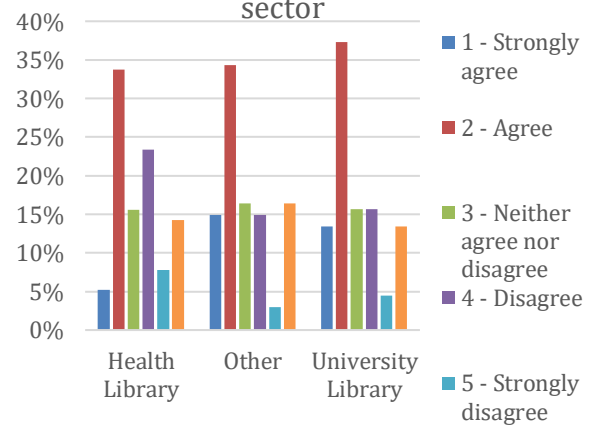
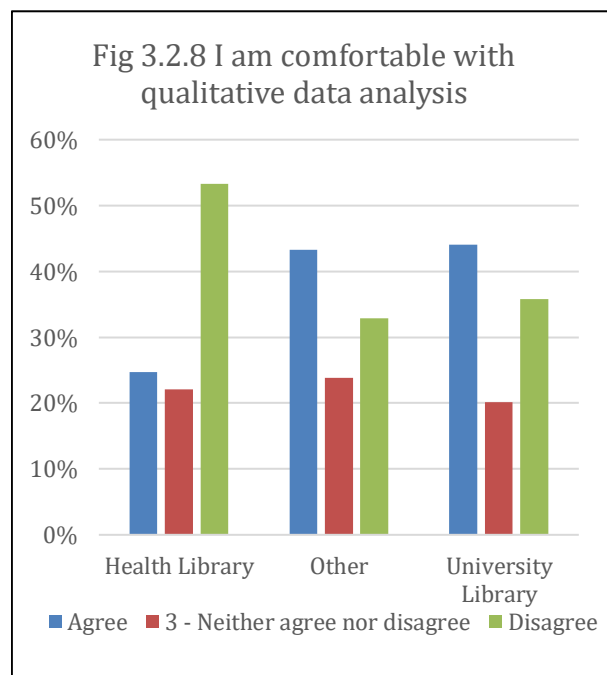
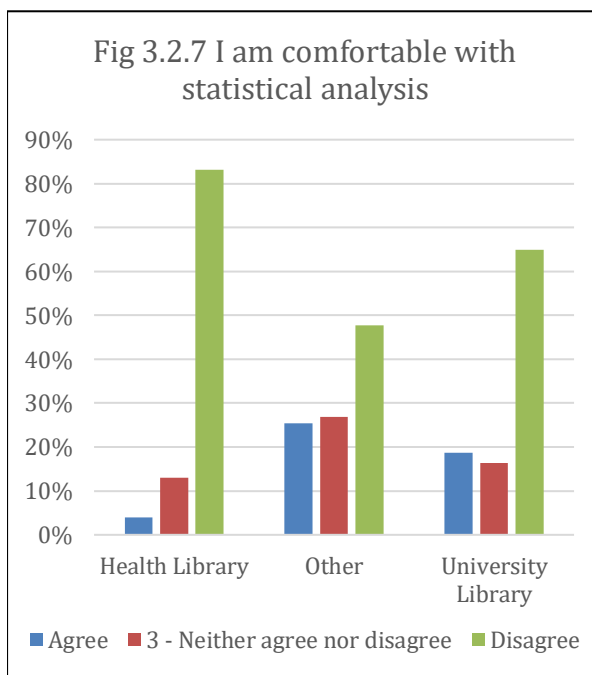
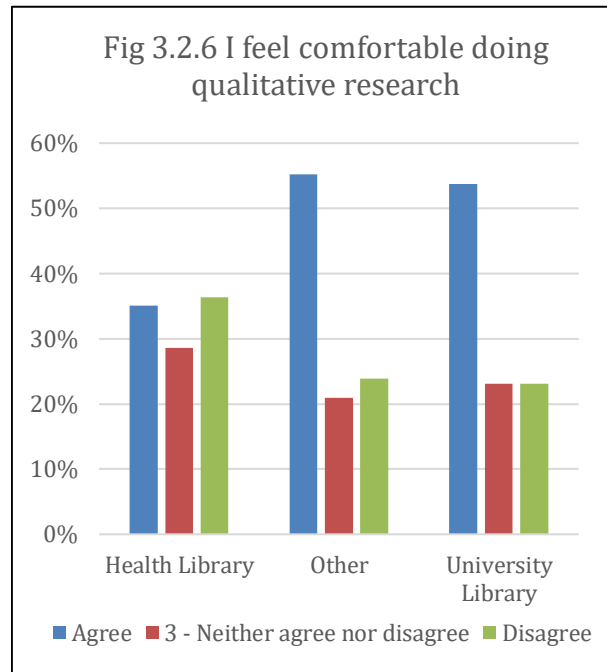
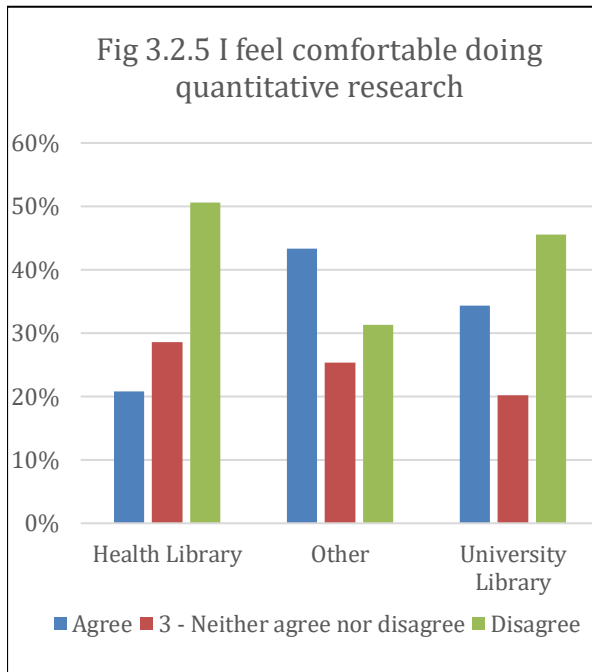


Fig 3.2.4 LIS/KM qualification prepared practitioners to conduct original research - by sector





3.3 Experience in research skills and support needed to fill the gaps

We examined LIK practitioners' level of experience preparing for research, early stages of research, doing research and disseminating research. For many questions on experience and support for proficiency, about a third of respondents selected the mid-point 3, making it difficult to draw firm conclusions on their level of experience, and the training the majority may benefit from for specific research tasks.

Experience

Overall, the results suggest there is a research skills gap for all research methods except finding and critically reviewing literature (figs 3.3.1 to 3.3.4).

For the first stage of research, preparing for research, respondents reported a lack of experience in generating ideas (only 26 out of 278 rated this high experience) or developing a research question (only 34 out of 278 rated this high). However, results show a high strong experience in finding relevant literature with 158 of 278 selecting '5' the highest level (fig 3.3.1).

There is a lack of experience for all activities during other stages of research, particularly for 'applying for research funding' (179 out of 278 rated this 1 for lowest experience) and 'ethical approval' (137 rated this low, '1'). More respondents had experience in writing research proposals or literature reviews (fig. 3.3.2). LIK practitioners had low experience in quantitative methods compared with qualitative methods, interpretation or analysis or results, with 66 of 278 respondents selecting the 'low' experience and only 17 of 278 selecting 'high' experience of quantitative methods (fig 3.3.3). Levels of experience in research dissemination are low, with 21 respondents stating high experience in publishing research, 34 with high experience of writing research reports, and 37 with high experience of presenting at meetings or conference (fig 2.3.1).

Table 3 shows a similar percentage of respondents reported either 'most experienced' or 'least experienced' for several methods, for example using qualitative research methods and writing a research report. If some practitioners have high levels of experience in some research activities, then there could be an opportunity for those practitioners to develop research capacity by training other LIK practitioners. The results show that LIK practitioners do not lack all research skills, but the coverage is patchy.

Support needed

The research methods and activities which practitioners need the most support, match those where they have the least experience. Figure 3.3.5 shows the research activity requiring the highest support for practitioners to gain proficiency in is 'applying for research funding', where 122 respondents rated this high for support needed. 'Writing an ethics application' was also an activity requiring high support (91 rated this high support).

'Finding relevant literature' is the research task requiring least support for proficiency (108 respondents rating this as 'least support'). This correlates to practitioners having a high level of experience in 'Finding relevant literature'. Most respondents (69%) support research as part of their LIS/KM role (fig 3.3.4). They may have gained experience in LIK-related research skills (finding and appraising literature) from their role supporting research.

A similar percentage of respondents required the 'most support' or the 'least support' for applying research to professional context and practice, generating research ideas and developing a research question. These activities also had a highest percentage choosing a 'neutral' rating (3) halfway between 'most support' (5) and 'least support' (1). If we assume the 'neutral' rating was chosen to state that some support (more than 'least support') is needed, then the combination of 'neutral' and 'most support' ratings indicate a stronger need for training. However, if the 'neutral' rating is chosen by respondents who think the question does not apply to their work, then the need for training is weakened.

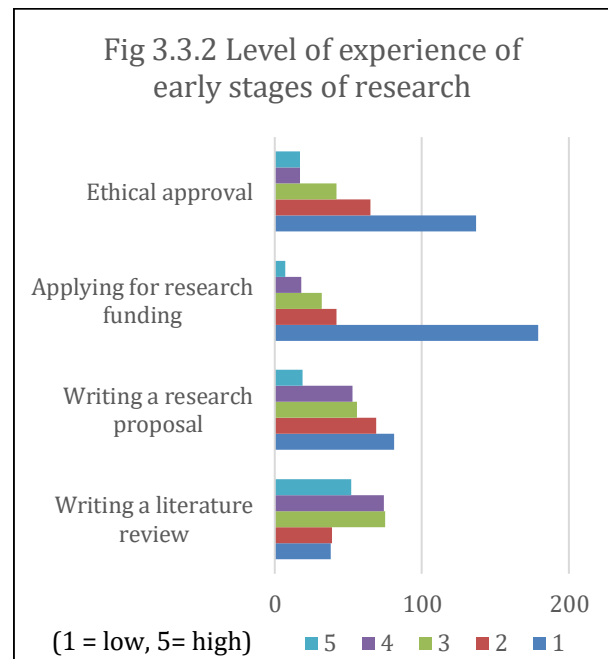
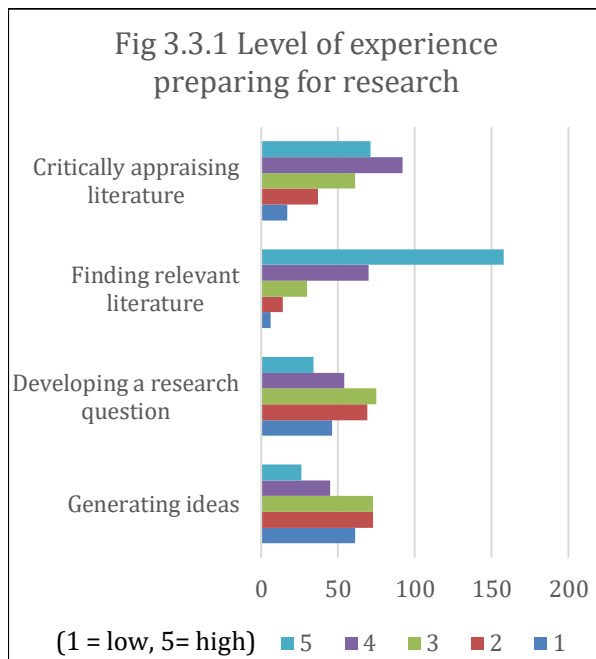
There was little difference across the LIK sectors in research method skills and no obvious outliers, responses were evenly split for those who wanted support and those who did not.

Those in leadership or management roles appear to need less support overall to develop proficiency in research methods and activities than other staff (fig 3.3.6), but similarly to all respondents, need less support in reviewing literature and generating research ideas and questions, and more support in applying for research funding.

Based on experience and identified need for support, the following could be targeted for assisting the development of researchers:

- Applying for research funding
- Writing a research proposal
- Writing an ethics application
- Publishing research
- Writing a research report
- Using quantitative and qualitative research methods

I.e. all elements of conducting research except for the early stages of developing the question and examining the literature.



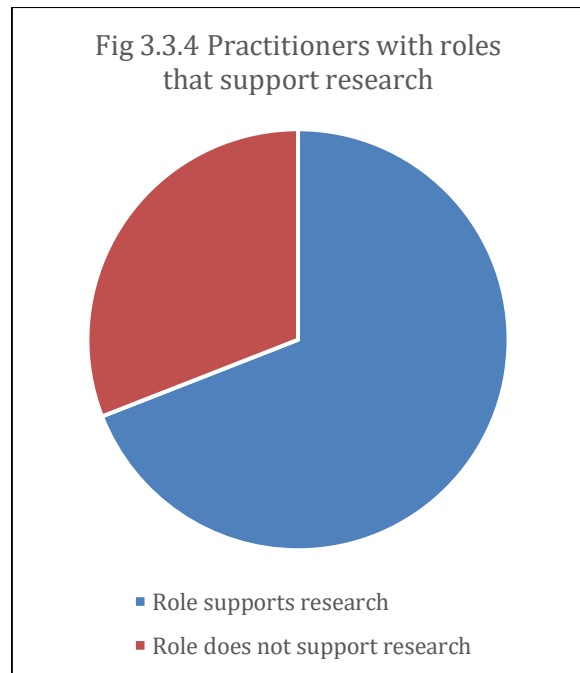
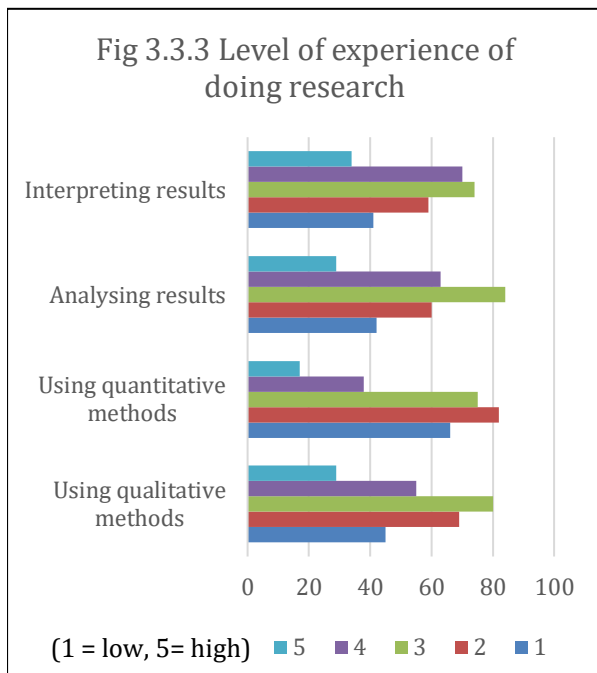
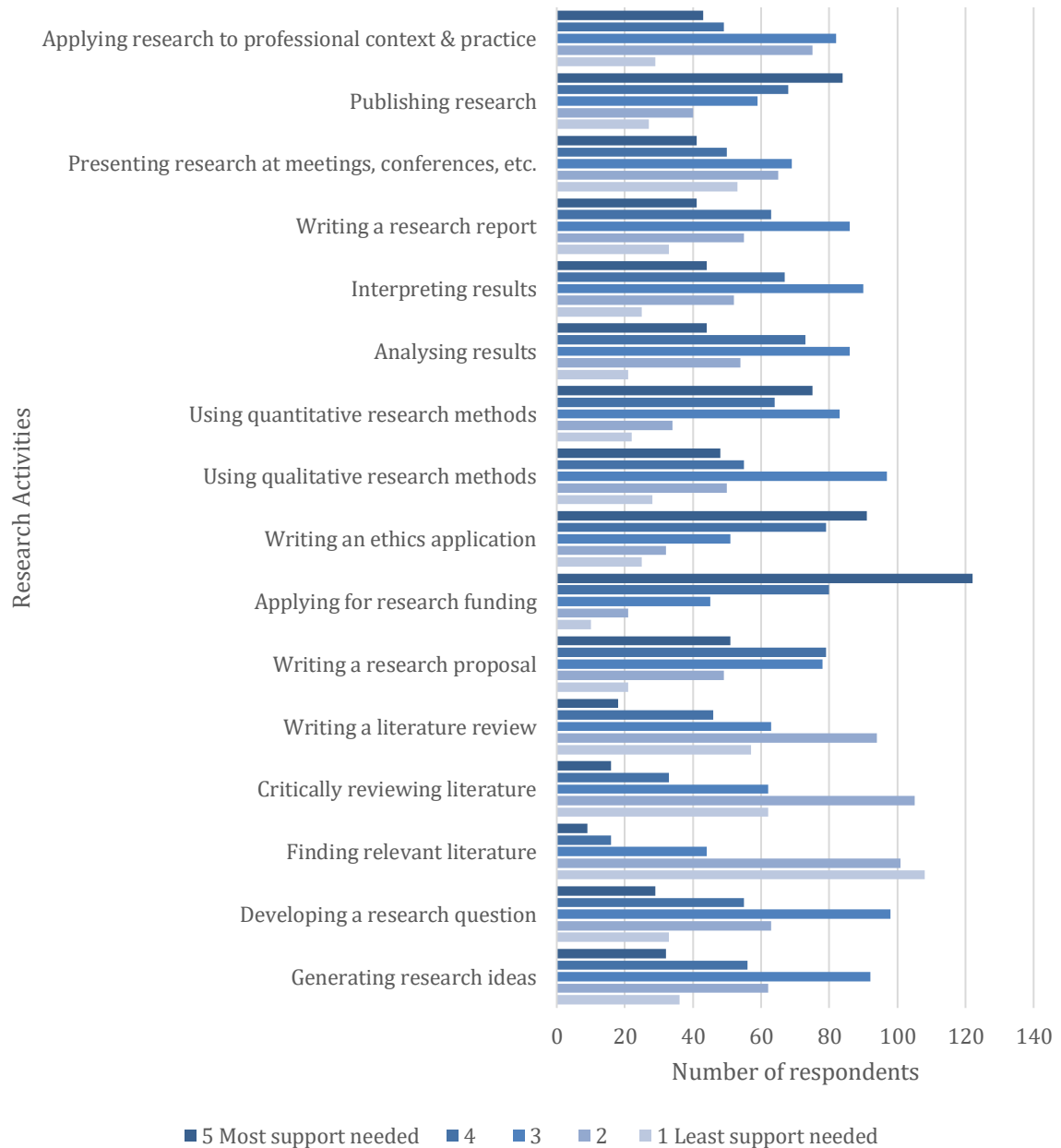
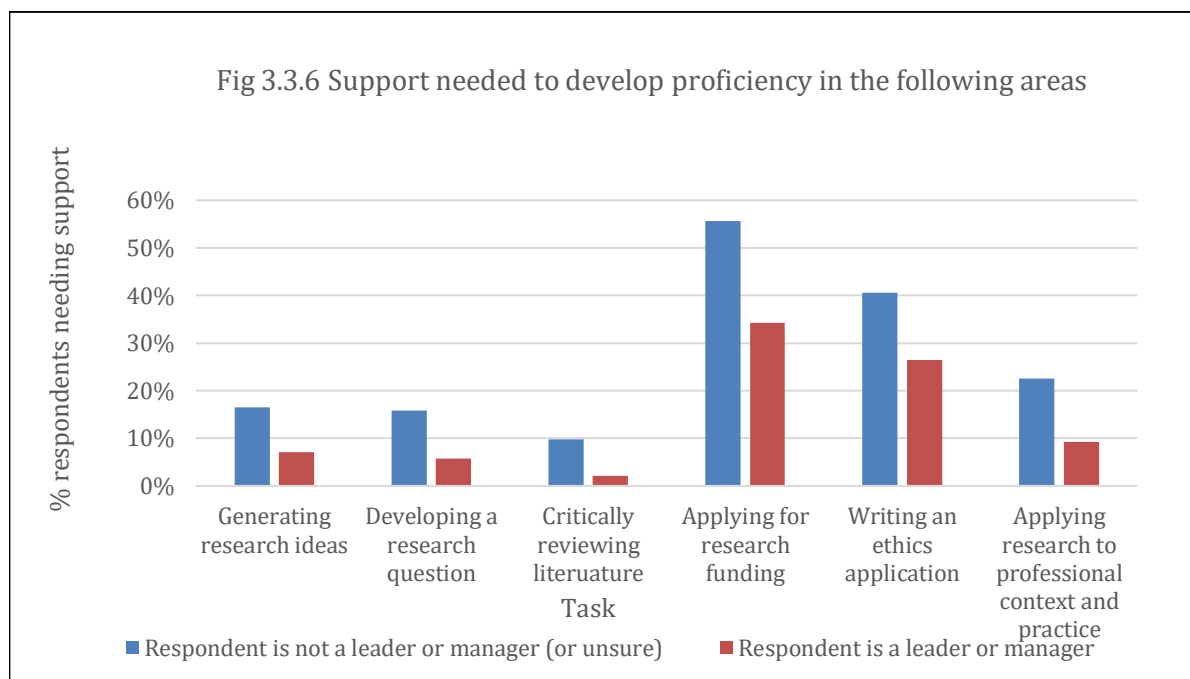


Table 3 Research methods experience	
 Most experienced (% of respondents who selected 4 or 5 on scale 1-5 were 5 is significant experience)	 Least experienced (% of respondents who selected 1 or 2 on scale 1-5 were 5 is significant experience)
82% Finding relevant literature	79% Applying for research funding
59% Critically reviewing literature	73% Writing an ethics application
45% Writing a literature review	64% Publishing research
37% Presenting at meetings, confs...	53% Writing a research proposal
34% Writing a research report	53% Using quantitative research methods
33% Analysing results	48% Generating research ideas
32% Developing a research question	46% Presenting at meetings, confs...
30% Using qualitative research methods	41% Using qualitative research methods
26% Generating research ideas	41% Writing a research report
26% Writing a research proposal	41% Developing a research question
20% Using quantitative research	37% Analysing results

Fig 3.3.5 How much support is needed to develop proficiency in research activities





3.4 Barriers to the individual engaging in research

Organisational barriers to engaging in research are described in section 2.4, but individual barriers were also identified by the survey.

Many would prefer to research with a colleague or in a team as opposed to individually. Problems with identifying topics (26% of respondents), lack of confidence (23%) and anxiety (28%) surrounding research work appear to be the main personal barriers to LIK practitioners doing research (fig 3.4.1, 3.4.2). Suggestions from the survey included enabling cross-sectoral collaboration with other information specialists.

Fig 3.4.1 Individual barriers to research

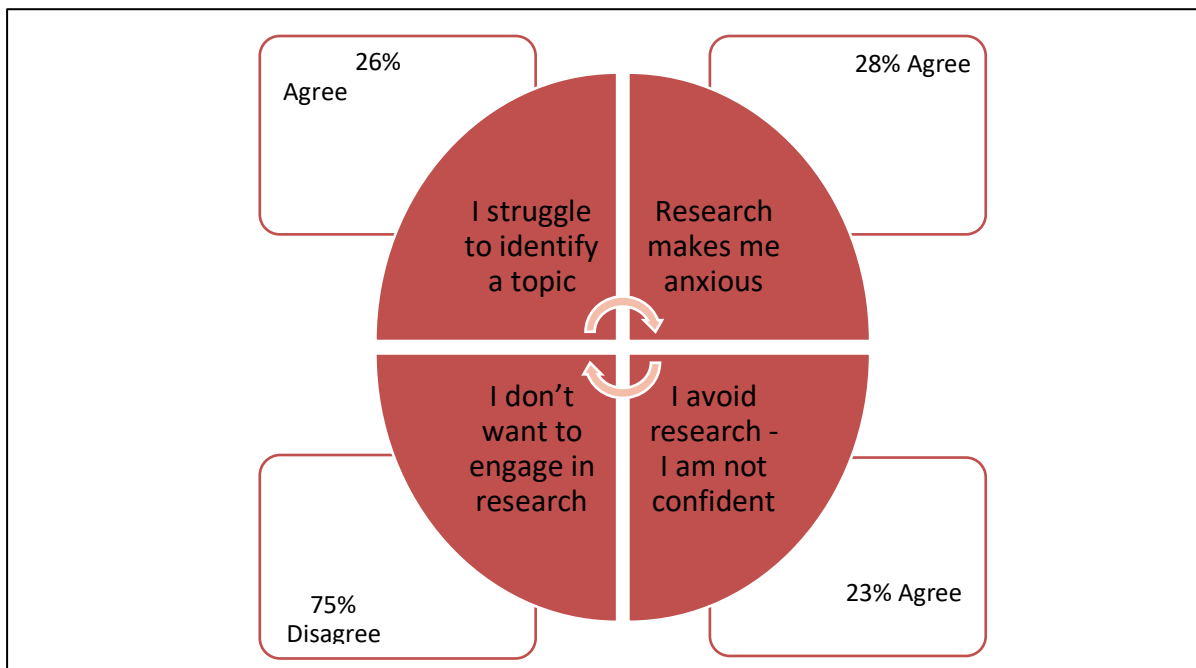
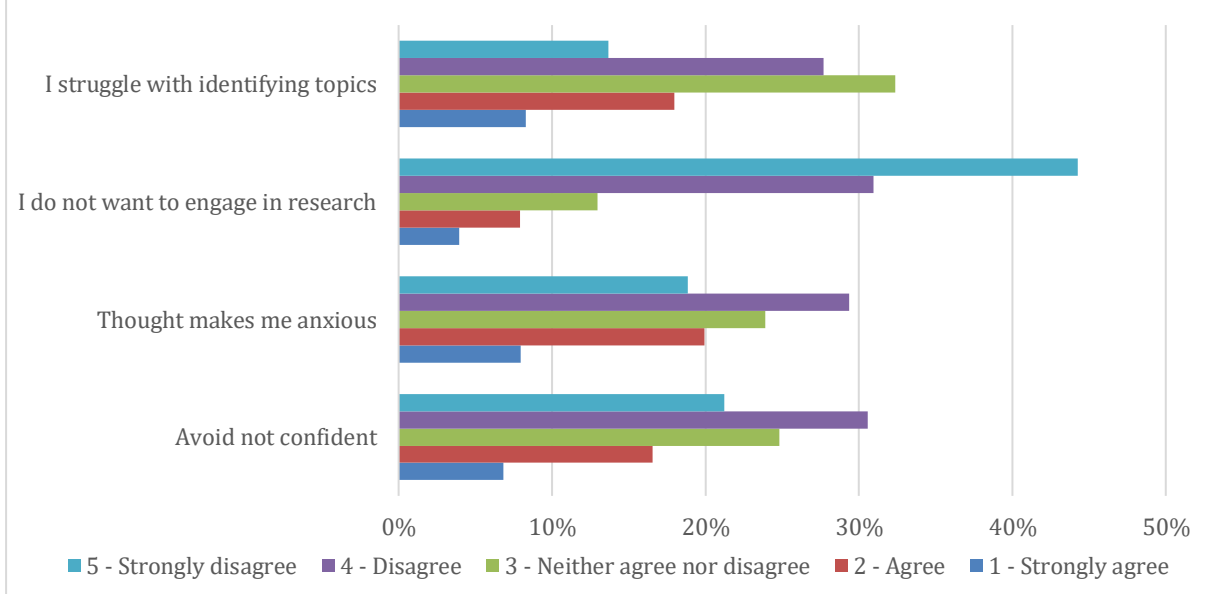


Fig 3.4.2 Personal barriers to research involvement



4 Conclusions

Key findings

Most respondents have conducted research as part of their professional qualification. Given the numbers of LIK practitioners or even CILIP members - only a small number completed the survey and this may be an indication of a wider lack of interest in research engagement.

In summary for practitioners

- There is an appetite for doing research, but practitioners lack confidence in many research methods or activities.
- Practitioners are most confident in research activities for finding and reviewing literature. They may have developed these skills from their role in supporting non-LIK research.
- Just over half the respondents agreed their professional degree prepared them to read and understand research-based literature while less than half felt it adequately prepared them to conduct original research.
- Most organisations are supportive of practitioners doing research – but time remains the biggest barrier.
- Many would like to be supported in gaining research skills, particularly applying for research funding and ethics applications. There are low levels of practitioners who disseminate their research particularly publishing full articles.
- There was little overall difference between LIK practitioners with leadership or management roles and ‘other staff’ in terms of experience and expertise in a range of research.

Strengths

- This is the first survey of this kind to be conducted in the UK. The survey collected data from respondents from different LIK sectors.
- There were many questions, and a large amount of data was collected.
- We were able to cross-tabulate and check if there were differences between early career practitioners and established career practitioners, as well as differences between sectors.

Limitations

- We recognised there could be underlying bias in answers to engagement in research as those engaged in research are more likely to respond, whereas those not engaged in research may not have completed the questionnaire. We have not used inferential statistics or power calculations to determine the statistical significance of the results. We have conducted further qualitative research which will be reported in academic papers which will illuminate and add depth to the responses reported here.
- Having ‘neither agree or disagree’ as an answer led to many questions with inconclusive results.
- Some questions were overly complex making analysis difficult e.g. years of working as LIK practitioner.
- There are difficulties with the language used for research, research support and evidence. Qualitative responses demonstrated that there were different perspectives and interpretations of these terms, potentially limiting our confidence in the findings in some

places. These are the conclusions we can draw at this time from this data. Follow-up interviews were conducted by the project team to explore this issue further and these analyses will feature in future publications.

Recommendations for CILIP and LIRG

CILIP and LIRG should build on this research in the future:

- To continue championing LIR research in the workplace.
- Enable the development of a wider range of skills for conducting research in practice via events and training opportunities.
- Continue to support practitioners to have time and funds for research activities via awards, scholarships and encouraging research/travel funding, sabbaticals.
- Develop training resources aimed at individual researchers, leaders and managers to help overcome organisational barriers to research.
- Encourage cross-sectional collaboration, having an awareness of trends in all sectors to enable identification for opportunities for cross-sectoral research.
- Work more closely with agencies beyond CILIP (e.g. large LIR employers, research funding agencies, LIR educators) to identify opportunities for LIR research advocacy, tackle organisational barriers, improve access to the evidence-base and build a research culture.
- Conduct further research to explore the issues highlighted in this report. This would provide a more robust evidence-base to underpin future activities and facilitate the development of a research culture for the profession.

Recommendations for the profession

- A change in culture around research in practice and applying research in practice is needed if CILIP is to realise its values of being an evidence-based profession.
- Advocacy and support are needed to improve engagement in library practitioner research to reach the considerable proportion who have 'never' undertaken research.
- Research skills need to be refreshed and updated. Organisations should create the conditions whereby their LIR practitioners are enabled to develop and update their research skills.
- There is a need for training to enable practitioners to undertake research which goes beyond generating a research question and searching the literature.
- We need to improve methods of sharing research both informally and through formal publication.
- Research dissemination could be encouraged at an organisational level by providing funds and training for publications and time.
- Those in leadership roles should encourage and facilitate their staff to carry out research related to their employment to ensure that their practice is based on research evidence.

- Research practice could be improved by:
 - guiding organisations to make research part of job performance reviews.
 - having ring-fenced research time in job descriptions.
 - Being aware of short staffing issues and trying to develop work around solutions.
- Repeating the survey after an appropriate period will help monitor any uptake of research and change in barriers to research over time.

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Library, Information and Knowledge Practitioner's Experience of Research Survey

Page 1

Welcome to the Library, Information and Knowledge (LIK) Practitioner's Experience of Research Survey.

We would like you to answer a few questions about your experiences of library, information or knowledge research (including your participation, skills and confidence). Further information about the project is available on the LIRG webpages [insert web address]. You will need to confirm that you have read this information before completing the questionnaire. Your answers will be completely confidential and will not be shared with anyone outside the research team. No identifying data will be used in any outputs about the project.

The data from this survey will be stored on a secure server. Once the project is complete, the data will be stored securely at the University of Salford for 3 years.

These questions should take you no more than 15 - 20 minutes to complete.

Thank you in advance for your participation

Participant information

I confirm that I have read and understand the information sheet (*Dated: 04/07/23*) for the above proejct and have had the opportunity to ask questions [link will be inserted in live survey] * *Required*

☐ Yes

☐ No

Confidentiality statement

I understand that my name will remain confidential * *Required*

☐ Yes

☐ No

Confidentiality statement

I understand that the information I provide could be used as part of the final evaluation report or journal publication, but I will not be identifiable if any of my comments are include * *Required*

☐ Yes

☐ No

Thank you

Thank you for your interest, please visit the LIRG webpages [link will be inserted in live survey] if you still wish to complete this questionnaire.

Part A. Your Employment

Are you currently employed in library, information or knowledge work in the UK? *

Required

☐ Yes

☐ No

Thank you for participants not employed in library,
information or knowledge work in the UK

Thank you for your interest in this survey but the target audience is people employed in a
library, information and knowledge work in the UK.

Part A. Your Employment cont.

In what area of library, information or knowledge work are you employed? * *Required*

- ☐ University library
- ☐ University research centre or unit
- ☐ Independent research organisation
- ☐ National library
- ☐ Public library
- ☐ Health library
- ☐ School library
- ☐ Prison library
- ☐ Government library
- ☐ Law / legal
- ☐ Business / Finance
- ☐ Commercial
- ☐ Archive
- ☐ Museum
- ☐ Non traditional library and information work (e.g. consortium, consulting, vendor, etc.)
- ☐ Other

If you selected Other, please specify:

What is your current library, information or knowledge job title? * *Required*

Do you have a leadership role? * *Required*

- ☐ Yes
- ☐ No
- ☐ Not sure

Do you have a management role? * *Required*

- ☐ Yes
- ☐ No
- ☐ Not sure

Do you have line management responsibility? * *Required*

- ☐ Yes
- ☐ No
- ☐ Not sure

What is the status of your current library, information or knowledge employment? * *Required*

- ☐ Full time employment
- ☐ Part time employment
- ☐ Casual employment
- ☐ Other

If you selected Other, please specify:

How many years' experience do you have in library, information or knowledge work? *

Required

- ☐ Less than a year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 20+ years

Part B. Your Education

Do you hold or are you studying toward a library and information science (LIS) or knowledge management (KM) professional qualification? * *Required*

- ☐ Yes
- ☐ No

What type of LIS/KM qualification do you hold/are studying? (Select all that apply)

- ☐ Foundation Degree
- ☐ Undergraduate Degree
- ☐ Postgraduate Certificate / Diploma
- ☐ Masters Degree
- ☐ PhD
- ☐ Other

If you selected Other, please specify:

What year did you/or will you complete your first professional LIS/KM qualification?

Please enter a whole number (integer).

What is your highest level qualification (LIS/KM or non-LIS/KM)? * *Required*

- ☐ Foundation Degree
- ☐ Undergraduate Degree

- ☐ Postgraduate Certificate / Diploma
- ☐ Masters Degree
- ☐ PhD
- ☐ Other

If you selected Other, please specify:

Are you a chartered member or fellow of CILIP? * *Required*

- ☐ Yes
- ☐ No

Do you hold or are you studying towards a research qualification? * *Required*

- ☐ Yes
- ☐ No

What type of research qualification is it?

- ☐ Research Masters
- ☐ PhD
- ☐ Professional Doctorate
- ☐ Other

If you selected Other, please specify:

What year did you or will you complete your research qualification?

Please enter a whole number (integer).

What discipline was/is it in?

Why did you undertake a research qualification?

Part C. Your Understanding of Research

What do you understand the term 'research' to mean? *Optional*



What do you understand the term 'evidence based practice' to mean? *Optional*



What do you understand the term 'practitioner-researcher' to mean? *Optional*



Part D. Your Research Training and Development

During your professional LIS/KM qualification did you undertake a research project? *
Required

- ☐ Yes
- ☐ No
- ☐ N/A

If you have a different or another higher-level qualification (degree or higher), did you undertake a research project? * *Required*

- ☐ Yes
- ☐ No
- ☐ N/A

To what extent do you agree that your LIS/KM higher-level qualification(s) (degree or higher) prepared you to read and understand research-based literature? * *Required*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ N/A

To what extent do you agree that your non-LIS/KM higher-level qualification(s) (degree or higher) prepared you to read and understand research-based literature? * *Required*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ N/A

To what extent do you agree that your LIS/KM higher-level qualification(s) (degree or higher) adequately prepared you to conduct original research? * *Required*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ N/A

To what extent do you agree that your non-LIS/KM higher-level qualification(s) (degree or higher) adequately prepared you to conduct original research? * *Required*

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ N/A

What support options does your employer provide to enable you to conduct research?
(Select all that apply) * *Required*

Please select at least 1 answer(s).

- ☐ Dedicated time during the working week for research activities
- ☐ Sabbaticals or other longer-term release time for research activities
- ☐ Travel funds for research activities
- ☐ Research design consultation or statistical consultation
- ☐ Research funding
- ☐ Training or other CPD
- ☐ No research support provided
- ☐ Other
- ☐ Don't know

If you selected Other, please specify:

Do you include research in your annual performance review and planning process? *
Required

- ☐ Yes
- ☐ No

Part E. Your Research Experience and Support Needs

Thinking about the past 5 years, please select any research related educational or training activities that you have participated in. (Select all that apply) * *Required*

- ☐ Formal subject offered via university (e.g. research methods, statistics, etc.)
- ☐ Continuing Professional Development (e.g. external short courses, workshops, conferences, etc.)
- ☐ In-house Continuing Professional Development or training programme (e.g. provided by your organisation)
- ☐ Self-education activities (e.g. professional reading, writing retreats, etc.)
- ☐ Formal mentoring
- ☐ Informal mentoring
- ☐ Contribution to a research project (e.g. as a research assistant)
- ☐ Other
- ☐ None

If you selected Other, please specify:

How much experience do you have in the following areas? (Where 1 is none and 5 is significant amount) * *Required*

	1	2	3	4	5
Generating research ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a research question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finding relevant literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically reviewing literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a literature review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for research funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing an ethics application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using qualitative research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using quantitative research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting research at meetings, conferences, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publishing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying research to professional context and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the same areas, how much support do you need to develop proficiency in the

following research activities? (Where 1 is none and 5 is significant amount) * *Required*

	1	2	3	4	5
Generating research ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a research question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding relevant literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically reviewing literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a literature review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for research funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing an ethics application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using qualitative research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using quantitative research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting research at meetings, conferences, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publishing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Applying research to professional context and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Do you have any suggestions as to the type of support you would need to develop your proficiency in these areas? *Optional*

Do you support research as part of your LIS/KM role? * *Required*

☐ Yes

☐ No

Is providing research support something that you would like to do?

☐ Yes

☐ No

☐ Don't know

Which of the following activities do you support? (Where 1 is not at all and 5 is a significant amount)

	1	2	3	4	5
Generating research ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developing a research question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding relevant literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically reviewing literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a literature review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for research funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing an ethics application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using qualitative research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using quantitative research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a research report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenting research at meetings, conferences, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publishing research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying research to professional context and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part F. Your Beliefs and Attitudes Towards Research

How important do you believe research is to each of the following? (Where 1 is not important and 5 is very important) * *Required*

	1	2	3	4	5	Don't know
Your professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CILIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following statements about research design * *Required*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel comfortable doing quantitative research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with statistical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable doing qualitative research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with qualitative data analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following statements about your ability to engage in research *

Required

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My line manager is supportive of me engaging in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Currently there is too little time in my working day to do research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding is available to conduct research if I want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to engage in research but there is not enough support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in research is relevant to my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I struggle with identifying topics for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research is part of my work unit's plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to engage in research, but we are too short staffed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My work colleagues are supportive of me engaging in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The thought of doing research makes me anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid engaging in research because I am not a confident researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not want to engage in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What would help you to apply existing (e.g. published) research results in your professional practice? * *Required*

Part G. Your Current Involvement in Research Activities

When was the last time you did any of the following? * *Required*

	Within the last year	2-5 years ago	6-10 years ago	Over 10 years ago	Never
Conducted research related to your employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted research related to the LIS/KM profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied published research findings to your professional practice or employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you ever applied for a research grant for LIS/KM research? (Select all that apply)

* *Required*

- ☐ Yes, successfully applied within the last 12 months
- ☐ Yes successfully applied prior to the last 12 months
- ☐ Yes, unsuccessfully applied within the last 12 months
- ☐ Yes unsuccessfully applied prior to the last 12 months
- ☐ No, never applied

In the last three years, how have you disseminated the results of your LIS/KM research? (Select all that apply) * *Required*

- ☐ Published in a book (solo or co-author)

- ☐ Contributed a book chapter or section
- ☐ Published in a refereed journal
- ☐ Published in conference proceedings
- ☐ Presented at a national conference
- ☐ Presented at a regional/local conference
- ☐ Presented at an international conference
- ☐ Presented at my home institution/organisation
- ☐ Published on a Blog
- ☐ Written an internal report/paper for my home institution/organisation
- ☐ Other
- ☐ None
- ☐ N/A (I have not conducted LIS/KM research in the last 3 years)

If you selected Other, please specify:

Part H. Future Research Activities

To what extent are you interested in doing LIS/KM related research in the future? (Where 1 is not at all and 5 is extremely interested) * *Required*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

What type of approach would you prefer when undertaking LIS/KM research? * *Required*

- ☐ Independent research on my own
- ☐ Independent research with expert supervision/guidance
- ☐ Research with a colleague
- ☐ Leading a team
- ☐ Part of a team that someone else leads
- ☐ Other
- ☐ Don't know
- ☐ I do not want to engage in LIS/KM research

If you selected Other, please specify:

Part I. Final Comments

Do you have any suggestions for making research more relevant / useful for the LIS/KM practitioner?

Optional

A large, empty rectangular box with a thin black border, intended for text input.

Is there anything else that you would like to add in connection with any of the questions – or do you have any further comments? *Optional*

A large, empty rectangular box with a thin black border, intended for text input.

Diversity Monitoring Questions

As part of CILIP's commitment to supporting the sector to increase the representation and diversity of the library, information and knowledge workforce, and to encourage a workplace culture that embeds, promotes and celebrates diversity and inclusion, an optional EDI monitoring section has been added to the survey . This will enable CILIP to monitor progress toward meeting these commitments and take appropriate positive action measures following the research to ensure diversity and inclusivity

How would you describe your ethnic group? *Optional*

- ☐ Asian/Asian British – Bangladeshi
- ☐ Asian/Asian British – Chinese
- ☐ Asian/Asian British – Indian
- ☐ Asian/Asian British – Pakistani
- ☐ Asian/Asian British – Any other Asian background
- ☐ Black/African/Caribbean/Black British - African
- ☐ Black/African/Caribbean/Black British - Caribbean
- ☐ Black/African/Caribbean/Black British - Any other Black/African/Caribbean background
- ☐ Mixed/Multiple - White and Asian
- ☐ Mixed/Multiple - White and Black African
- ☐ Mixed/Multiple - White and Black Caribbean
- ☐ Mixed/Multiple - Any other mixed/multiple ethnic background
- ☐ Other Ethnic Group – Arab
- ☐ White - English/Welsh/Scottish/Northern Irish/British
- ☐ White – Irish
- ☐ White - Any other White background
- ☐ White - Gypsy or Irish Traveller
- ☐ Prefer not to say
- ☐ Prefer to self-describe

If you selected Prefer to self-describe, please specify:

How would you describe your sexual orientation? *Optional*

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay man
- ☐ Heterosexual/straight
- ☐ Lesbian/gay woman
- ☐ Queer
- ☐ Questioning
- ☐ Prefer not to say
- ☐ Prefer to self-describe

If you selected Prefer to self-describe, please specify:

How would you describe your gender? *Optional*

- ☐ Woman
- ☐ Man
- ☐ Non-binary
- ☐ Prefer not to say
- ☐ Prefer to self-describe

If you selected Prefer to self-describe, please specify:

Do you identify as transgender? *Optional*

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months? *Optional*

- ☐ Yes, limited a lot
- ☐ Yes. limited a little
- ☐ No

Age range *Optional*

- ☐ Under 21
- ☐ 21-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60
- ☐ 61-70
- ☐ 71-80
- ☐ 81 and over

Option to participate in interviews

If you are interested in participating in the interview component of the project please leave your email address. We will be selecting interview participants based on a range of demographic characteristics and a variety of research experiences. If you are selected for interview you will be contacted by email by one of the project team. Once we have selected interview participants we will delete your contact details from our records.

Please enter a valid email address.

Final page

Thank you for completing this questionnaire.

Appendix 2 Research Outputs

Completed Outputs

Brettle, A. (2025) 'The librarian as a researcher: whose job is it anyway?' [Presentation], *International Conference of Clinical Librarianship (ICLC)*. Leicester, 18 June.

Brettle, A., Wright, J., Siddall, G. and Edwards, C. (2023) 'Evidence-informed practice' [Presentation], *CILIP Conference*. Birmingham, 12-23 June.

Brettle, A., Ramstead, E. J., Siddall, G. and Thomson, K. (2024) 'Evidence-informed practice: moving the agenda forward' [Presentation], *CILIP Conference*. Birmingham, 10-11 July.

Dishman, C. 'Research? (2024) Who me: investigating research confidence in library, information and knowledge practitioners' [Presentation], *UKSG 47th Annual Conference and Exhibition*. Glasgow, 8-10 July. Doi: <https://doi.org/10.48448/hqcz-ex92>

Siddall, G. and Brettle, A. (2024) 'Research? Who, me? Addressing research confidence in health library, information and knowledge practitioners' [Presentation], *CILIP Health Libraries Group (HLG) Conference*. London, 20-21 June.

Academic papers in Progress (for submission 2025)

Alison Brettle, Leo Appleton, Fariba Bannerman, Jessica Blackburn-Smith, Cath Dishman, Marlene Rak, Emma Ramstead, Gillian Siddall, Kirsty Thompson, Judy Wright [in progress]. Exploring UK LIK practitioners experience and confidence in research: a mixed methods approach.

Gillian Siddall, Cath Dishman, Kirsty Thomson, LIRG LIK Practitioners' Experience of Research Project Group [in progress]. Exploring the research capacity and capability of LIK practitioners: a methodological reflection

Papers in development

Alison Brettle and Gillian Siddall. Health library practitioners experience, confidence in research.

Alison Brettle, Leo Appleton, Researcher (TBC). Learning by doing: LIK practitioners experiences of getting involved in research.