



Self-Assessment Toolkit for Learning Resource Services in Further Education Colleges in England

Rationale: Today's OFSTED inspections quite rightly focus on observing teaching and learning. Learning Resources provision is inspected should it emerge as an issue during the inspection of curriculum, or in contact with learners. It is no longer treated separately in the report, but today's students have reduced class contact and undertake a lot of independent and group learning in Learning Resources Centres. This is an issue of professional concern to CILIP (Chartered Institute of Library & Information Professionals) members.

At present there is little reliable guidance for practitioners on what constitutes a high quality Learning Resources Service (LRS). This is unfortunate in a sector where lone information professionals are commonplace, and the line management of the LRS is often undertaken by managers from other disciplines. CoFHE (Colleges of Further & Higher Education Group of CILIP) and CoLRiC (Council for Learning Resources in Colleges) have tried to provide guidelines, based on national surveys, and through regional peer-evaluation schemes, but a standard mechanism for the self-evaluation of Learning Resource Services has not existed in England.

In the home nations this situation has been addressed by stakeholders, working with lead bodies, to produce self-evaluation toolkits:

- in Scotland the SFEFC, and the Scottish Library and Information Council collaborated to produce *Resources and Services Supporting Learning: a Service Development Quality Toolkit*, published in November 2003¹,

¹ www.slainte.org.uk/Files/pdf/FEnet/toolkit03.pdf

- in Wales, the Welsh Assembly Government funded a fforwm (Welsh association of colleges) project to produce *Services Supporting Learning in Wales : a Quality Toolkit for Evaluating Learning Resources Services in Further Education Colleges*, published in March 2005².

Both toolkits give clear guidance to information professionals and senior college management on what an effective Learning Resources Service should look like, using helpful grade illustrations. Consequently, this toolkit for English colleges, is particularly applicable to colleges facing “light touch” inspections, and in any move towards preparing for peer assessment, e.g. CoLRiC Peer Accreditation scheme.

For OFSTED inspectors, a standardised format of self evaluation for the LRS will hopefully provide clear and concise guidance as a starting point for inspection. It will help to ensure consistency in quality assessment for managers across the sector and contribute to the definition of appropriate standards for the LRS’s contribution and impact on teaching and learning. This self evaluation toolkit is complementary to existing peer accreditation schemes, e.g. CoLRiC. These will continue to provide independent professional scrutiny, with the judgements resulting from each process supporting the other.

² <http://www.fforwm.ac.uk/index/work/publications.html>

How to use this toolkit

This toolkit establishes criteria for the self-evaluation of college Learning Resource Services, based on a series of Quality Indicators mapped to the OFSTED Common Inspection Framework. These Quality Indicators are expanded upon by the use of Key Prompts to more closely identify the areas under inspection.

The toolkit is based around the five key questions examined by OFSTED inspectors:

- How well do learners achieve?
- How effective are teaching, training and learning
- How well do programmes and activities meet the needs and interests of learners?
- How well are learners guided and supported?
- How effective are leadership and management in raising achievement and supporting all learners?

In addition, inspections now have a greater focus on the well-being of learners, following the introduction of the Children Act 2004, and key areas of the five outcomes of 'Every Child Matters' are also covered where appropriate:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

The toolkit gives performance indicators, which are based on recognised national comparators such as the CoFHE guidelines³ and the CoLRiC Peer Accreditation Scheme⁴. In addition, the toolkit indicates where one might expect to find the supporting evidence to demonstrate that the criteria (Quality Indicators) are being met. Finally grade illustrations are provided for each section to indicate what a service should be doing in order to justify a specific grading.

³ Andrew Eynon (editor), *Guidelines for colleges: recommendations for learning resources*, 7th edition, London: Facet, (2005)

⁴ CoLRiC, *Peer Accreditation Scheme: Introduction and Criteria*, Blackburn: CoLRiC, (2003)

The future

Library and Learning Resources Services must become integral to the delivery of effective teaching and learning. Personalised learning, an increased emphasis on group and individual learning, fewer taught hours, new qualifications and changes in learning styles are all drivers for change. Today's students do not differentiate between sources of information as long as they meet their needs, and use a mixture of media seamlessly.

Learning Resources Services must evolve to meet the challenges created by the very different learning styles and expectations of students in the 21st century. Technology-rich open access learning spaces, using innovative design to cope with a wide range of learning needs, are the emerging blueprint for Learning Resource Services today. These create new challenges for managers in design, funding, staffing and working across traditional boundaries to deliver services that support student achievement and build a learning culture.

This does not presuppose a complete break with print-based resources which are still valued by many learners and a topic debated heavily in programmes such as the JISC's Libraries of the Future⁵. They will remain part of the mosaic of student learning for many years to come, not least until publishers find new ways of making traditional textbooks available while ensuring just rewards for their creators.

*Harnessing Technology*⁶ acknowledges that technology has had a major impact on making information more flexible and accessible. Learning Resources Managers therefore need to exploit all the available technologies to engage a technologically-literate generation and be aware of emerging technologies and their potential to enrich and make learning more accessible: web 2.0, Bluetooth, SMS, wireless and mobile technologies are already making an impact and new technologies are continuously evolving. Learning Resources Services need to engage more fully with the changing nature of learning and to develop best practice guidance for learning in a context in which information is so freely available⁷. Many of these technologies do not require major investment or technical support to implement and to deliver practical learning outcomes.

Learning Resources Services need to embrace the Library 2.0 paradigm. This requires moving away from a prescriptive model of provision, to one in which Learning Resources Services enhance the learner experience, and are designed from the outset around customer needs and expectations as recommended by *Pursuing Excellence: the National Improvement Strategy*⁸. To do this, the

⁵ <http://www.jisc.ac.uk/librariesofthefuture>

⁶ *Harnessing Technology: Transforming Learning and Children's Services*, Department for Education and Skills, (2005)

⁷ HEFCE, *In Their Own Words*, JISC, (2007)

⁸ *Pursuing Excellence: the national improvement strategy for the Further Education system*, QIA, (2007)

Learning Resources Service must engage with and understand the community it serves, build partnerships, and be prepared to innovate.

Managers of Learning Resource Services require a broad skill set, encompassing not only traditional library skills, but management, leadership and communication skills of a high order. Learning Resources staff play an increasingly important role in supporting the learning of both individuals and groups. This support recognises the importance of individual learning styles and acknowledges the crucial role such support plays in improving college success and retention rates.

In designing learning spaces, college managers need to be aware of the demands on existing spaces, how they are used and by whom, and take account of the needs of all their learners. This will typically include a growth in social learning spaces, alongside a demand for traditional quiet space from a significant number of learners. The objective should be an inspirational, stimulating and flexible learning environment.

The authors of this toolkit are keenly aware that Learning Resources Managers may feel that they face a bewildering pace of change. Yet the key to successful Learning Resource Services is engagement with the process of change, and the realisation that quality begins by doing the basic things well. Small-scale changes at modest cost, involving little staff time, can still have significant effects on service quality.

In this document we aim to show what a good, modern Learning Resources Service should look like, and provide guidance for managers on delivering quality services.

Key Question 1: How well do learners achieve?

Key Question 1: How well do learners achieve?

Quality Indicator and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
1.1 What is the LRS's contribution to Learning Outcomes?			
a) How aware are LRS staff of college priorities /learner profile?	Library /Learning resources manager (LRM)	The LRS SAR /operational plan relates closely to college strategic /operational Plans	LRS SAR
b) How does the LRS measure its contribution to College Key Performance Indicators (KPIs) - enrolments, retention, attainment?	LRM	LRS action plans in place to encourage use by under-represented groups	LRS equal opportunities action plan
c) How does the LRS support underachieving /reluctant learners?	LRM	LRS reports and PIs make reference to college KPIs	LRS SAR LRS reports /PIs
d) How does the LRS support basic skills provision?	LRM	LRS targets and promotes services to non-traditional users	LRS publicity
e) How does the LRS measure its impact on learner achievement?	LRM	LRS staff have received training on basic skills support; and the LRS is involved in initiatives to promote basic skills	LRS staff development records Reader development activities
		LRS seeks feedback from students and curriculum staff on service effectiveness	Survey results Qualitative feedback

Key Question 1: How well do learners achieve?

Quality Indicator and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
1.2 How well does the LRS meet national agendas?			
a) What is the LRS's contribution to Every child matters?	LRM	Compliance with ECM LRS offers resources and services to promote the health, safety, economic well-being, enjoyment and achievement of learners	LRS policies LRS resources and services
b) How does the LRS meet the needs of 14-16 learners?	LRM	LRS produces a policy on support for 14-16 learners LRS staff are aware of their additional obligations to support U-16 learners	LRS 14-16 policy
1.3 To what extent is the LRS involved in strategic planning?			
a) How is the LRS involved in planning new curriculum?	Senior college management	LRS contributes to the college's strategic plan LRS is involved in course validations	College strategic plan Course validation documents
b) How does the LRS meet the needs of new qualification frameworks, e.g., vocational diplomas?	LRM	LRS involvement in curriculum development	Curriculum review documentation Course validation documents

Key Question 1: How well do learners achieve?

Grade 1 : Outstanding

The LRS staff are fully informed with regard to college priorities and the needs of the learners. This information is used to inform service developments and activities.

The LRS is able to measure and demonstrate its contribution to college KPIs, and actively works with curriculum staff to support underachieving learners and those requiring additional basic skills support. All staff receive basic skills awareness training.

The LRM and LRS staff understand and are able to articulate their contribution to the College's ECM response, as well as display an awareness of the wider college response. The LRS actively develops new enrichment activities and other services to meet the ECM requirements.

Services are established to meet the needs of 14-16 learners, and close links with curriculum staff ensure that appropriate facilities, support and resources are available.

The LRM is fully involved in curriculum developments, and ensures the LRS is in a position to meet the requirements of new programmes and diplomas.

Grade 2 : Good

The LRS staff are aware of college priorities and the needs of the learners. This information is used to inform service developments and activities.

The LRS is able to demonstrate its contribution to college KPIs, and works with curriculum staff to support underachieving learners and those requiring additional basic skills support.

The LRM and LRS staff understand how the LRS contributes to the College's ECM response. The LRS actively develops new enrichment activities and other services to meet the ECM requirements.

Services are established to meet the needs of 14-16 learners, and links with curriculum staff ensure that facilities, support and resources are available.

The LRM is involved in curriculum developments, and ensures the LRS is in a position to meet the requirements of new programmes and diplomas.

Key Question 1: How well do learners achieve?

Grade 3 : Satisfactory

The LRM is aware of college priorities and the needs of the learners. This information is used to inform some service developments and activities, but not all LRS staff understand how and why these are being implemented.

The LRS does contribute to college KPIs, but there is no consistent approach to measurement. The LRS supports some underachieving learners, but the response is patchy across curriculum areas.

The LRM understands how the LRS contributes to the College's ECM response. The LRS has developed services to meet the ECM requirements.

Services are established to meet the needs of 14-16 learners, and links with curriculum staff ensure that facilities, support and resources are available.

The LRM is involved in curriculum developments, and ensures the LRS is in a position to meet the requirements of new programmes and diplomas.

Grade 4 : Unsatisfactory

The LRM is aware of some college priorities and the needs of the learners, but little is done to change /develop the LRS to meet these challenges and needs.

The LRS is not able to demonstrate its contribution to college KPIs. The LRS struggles to support the needs of underachieving learners and those undertaking basic skills courses.

The LRM understands how the LRS contributes to the College's ECM response, but has not developed any new services or resources to provide an enhanced response.

The needs of 14-16 learners are not fully understood, and no new services have been established. Links with curriculum staff are poor and the learners are not encouraged to use the LRS.

Key Question 2: Does the service provide effective support to teaching, training and learning?

Key Question 2: Does the service provide effective support to teaching, training and learning?

Quality Indicator and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
2.1 Is there evidence of effective collaboration between curriculum and LRS staff?			
a) Do LRS staff have appropriate and sufficient contact with curriculum staff at all levels?	LRM, Curriculum managers	Minutes and other records show LRS input to college developments at all levels	Minutes of meetings and /or contact records
b) Is there a clear mechanism by which curriculum staff can make requests of the LRS and, if necessary, receive feedback?	LRM	Liaison links are established between curriculum and LRS staff; and request forms /processes are in place	Minutes of meetings Requests /reading lists
c) Are resources targeted and managed appropriately to best meet the needs of users, and subject to regular review and evaluation?	LRM	The LRS policy and annual self assessment record active collection development (CoLRiC M13)	LRS and college SAR Course reviews
d) Does active collaboration and consultation with curriculum staff inform service development?	LRM	Responsive service development utilises team expertise and exploits the potential of technological developments	LRS and college SAR Course reviews
e) Is there proactive collection development to support teaching and learning?	LRM, Curriculum managers	Both LRS records and the physical collection show evidence of a proactive response to curriculum change (CoLRiC C21)	LRS and college SAR Course reviews. LMS

Key Question 2: Does the service provide effective support to teaching, training and learning?

Quality Indicator and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
2.2 Is information literacy given status within curriculum delivery?			
a) Is there active development and promotion of the role of information literacy skills (IL) in teaching and learning?	Curriculum managers, LRM	The development of these skills is included in schemes of work at all levels (CoLRiC M15)	IL is established within the teaching and learning strategy and /or key skills policy
b) Does the LRS provide support for the development of information literacy amongst staff and students?	Curriculum /Quality managers LRM	A range of information skills support is available Learner and staff opinion of the impact of this provision is sought	Course reviews Records of IL delivery and /or reader development initiatives Surveys of staff and learners
2.3 Is there effective support of /for curriculum staff?			
a) Are sufficient resources allocated to LRS to support the professional development needs of curriculum staff?	Senior college management	Collection development policy recognises the needs of curriculum staff.	College SAR Course reviews
b) Does the LRS actively target support to curriculum staff?	LRM	Acquisitions include material for professional development	LMS data on staff usage Existence of special collections Marketing to staff
c) Is the information management expertise of LRS staff recognised and used in the support of curriculum staff?	Senior college management	LRS staff offer support and training to curriculum staff.	LRS SAR Records of IL delivery

Key Question 2: Does the service provide effective support to teaching, training and learning?

Quality Indicator and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
2.4 Is the role of the LRS in e-learning recognised and utilised?			
a) Is the LRS integrated into information technologies (ILT /ICT) infrastructures?	Senior college management	The service is represented on appropriate ILT management groups (CoLRiC C2) Effective IT support is provided to the service	Management structure Minutes of meetings College and LRS SARs
b) Are LRS staff involved in the development of the college's electronic learning environment to promote access to information sources, teaching resources and circulation services?	Senior college management	LRS has a presence on the internet, intranet and /or VLE The VLE is well organised and easy for learners to navigate	College IS /IT policies VLE /intranet College /LRS web site
c) Is the role of Information Literacy in effective e-learning recognised?	LRM	Information literacy development at all levels includes online resources use.	Information literacy policy

Key Question 2: Does the service provide effective support to teaching, training and learning?

Quality Indicator and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
2.5 Are electronic services effectively managed?			
a) Do the electronic services provided effectively support teaching and learning?	LRM	There is high demand and regard for, plus usage of, the e-resources, and for Information skills training	E-resource usage Records of IL delivery Surveys of staff and learners
b) Are electronic resources and electronic records for non-electronic resources organized to best suit the needs of the curriculum?	LRM	The LRS catalogue contains records /links to electronic resources	LMS

Key Question 2: Does the service provide effective support to teaching, training and learning?

Grade 1 : Outstanding

The LRM and professional staff are routinely and systematically involved in a range of liaison activities across all curriculum areas. These activities include stock and service development and review, and the development of action plans to ensure all curriculum areas are appropriately resourced.

The role of professional LRS staff in developing information literacy sessions is recognised by curriculum staff, and collaborative teaching and IL sessions are delivered throughout the curriculum.

LRS staff work with curriculum staff to develop and deliver additional resource sessions to support the needs of the curriculum, including offering CPD session to teaching staff where appropriate.

LRS staff work closely with ILT and IT staff to ensure that appropriate software and hardware are available and fully utilised to support LRS activities, including the use of interactive smartboards in resource /IL sessions and a comprehensive presence on the VLE.

LRS staff source an extensive and appropriate collection of e-resources to support teaching and learning. These are managed and promoted efficiently to ensure that all learners are easily able to access the resources most appropriate to their needs.

Grade 2 : Good

The LRM and professional staff are routinely involved in a range of curriculum liaison activities across many curriculum areas. These activities include stock and service development and review.

The role of professional LRS staff in developing information literacy sessions is recognised by curriculum staff, but IL sessions are often taught in isolation rather than being embedded in the curriculum and introduced in a collaborative partnership.

LRS staff work with curriculum staff to deliver additional resource sessions to support the needs of the curriculum.

LRS staff work closely with ILT and IT staff to ensure that appropriate software and hardware are available to support LRS activities, including the use of interactive smartboards in resource /IL sessions and a presence on the VLE.

LRS staff source appropriate collections of e-resources to support teaching and learning. These are managed and promoted efficiently to ensure that learners are easily able to access the resources most appropriate to their needs.

Key Question 2: Does the service provide effective support to teaching, training and learning?

Grade 3 : Satisfactory

The LRM and LRS staff are involved in a limited range of liaison activities across some curriculum areas, but much of this activity is informal. These activities include stock and service development.

The role of professional LRS staff in delivering information literacy sessions is recognised by some curriculum staff, but there is no coherent approach to IL across curriculum areas. IL sessions are taught in isolation rather than being embedded in the curriculum.

LRS staff work with some curriculum staff to deliver additional resource sessions.

LRS staff work closely with ILT and IT staff to ensure that resources are available to support LRS activities, including a presence on the VLE.

LRS staff source appropriate collections of e-resources to support teaching and learning. These are managed to ensure that learners are easily able to access the resources most appropriate to their needs.

Grade 4 : Unsatisfactory

There are no formal links with curriculum areas, and liaison activities are undertaken on an ad-hoc basis, with little involvement from curriculum staff in the development of services and the review and management of resources.

LRS staff are not proactive in working with curriculum staff to ensure that information literacy is promoted within the curriculum, and curriculum staff are rarely aware of the contribution professional LRS staff can make in this area. IL sessions are offered in the LRS, but not delivered in curriculum areas.

As with IL, LRS staff have not worked with curriculum staff to promote any additional resource sessions.

The LRS has some links with ILT and IT staff, but no formal mechanisms are in place to assess current software and hardware, or to identify future development /investment needs. The LRS rarely makes use of ILT to promote its services.

The LRS has a small collection of e-resources to support teaching and learning, but there is no analysis of usage or awareness of how relevant the subject matter is to the curriculum.

Key Question 3: How well do programmes and activities meet the needs and interests of learners?

Key Question 3: How well do programmes and activities meet the needs and interests of learners?

Quality Indicators and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
3.1 Are resources selected in consultation with users?			
a) How does the LRS consult with users?	LRM	A range of mechanisms are in place to liaise and consult with users at all levels	Requests /reading lists Minutes of meetings User forums Surveys of staff and learners Feedback forms
b) Are resources easy to find?	LRM	Resources are well organised and effectively signposted to users	Cataloguing /classification procedures LRS publicity /guides
c) Are resources current and available in sufficient quantity across all curriculum areas and academic levels?	LRM	Ratio of monograph materials: students: 1:10 Ratio of periodical subscriptions: students: 1:100 Stock replacement every 12-15 years	LMS Acquisitions and stock editing policies

Key Question 3: How well do programmes and activities meet the needs and interests of learners?

Quality Indicators and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
3.2 Does the LRS provide sufficient access to ICT and AV resources to meet demand from users?			
a) Do users have sufficient open access to internet-ready computers?	Senior college management, LRM	Ratio: 1 open access internet ready computer:100 FTE students (CoFHE)	LRS records and college enrolment statistics
b) Do users have sufficient access to AV materials?	Senior college management, LRM	Ratio: 1 AV material:10 FTE students	LRS records and college enrolment statistics
c) Do users have sufficient access to video /DVD players?	Senior college management, LRM	Ratio: 1 Video /DVD player:1000 FTE students	LRS records and college enrolment statistics
d) Do users have sufficient access to photocopiers?	Senior college management, LRM	Ratio: 1 photocopier:1000 FTE students	LRS records and college enrolment statistics
3.3 Does the LRS meet the needs of learners in providing for all learning styles?			
a) Is there provision for individual and group study in a mix of environments?	LRM	Group and individual study-space is available and well used	Surveys of staff and learners
b) Does the LRS meet the needs of learners of all abilities?	LRM	The LRS is heavily-used by the whole college community and supports learning at all levels	Usage statistics Surveys of staff and learners

Key Question 3: How well do programmes and activities meet the needs and interests of learners?

Quality Indicators and Key Prompts	Who Responsible	Performance Indicator (source of standard)	Evidence
3.4 Can users access all appropriate services electronically regardless of location?			
a) Do users have access to a range of quality electronic resources, selected for their relevance to student needs and the curriculum, through an electronic gateway, e.g., VLE or LRS web site?	LRM	Electronic resources are available online for most of the curriculum	College VLE /web provision Expenditure on electronic resources
b) Where required, is authentication available from any location?	LRM	Electronic resources are available both on and off-campus	Percentage of students with authentication system accounts LRS authentication /federated access system policy
c) Is an electronic OPAC accessible via a web browser from any location?	Senior college management, LRM	A web OPAC is available (CoLRiC C23)	LMS /online catalogue usage statistics
3.5 Does the LRS work in partnership with other external services to provide access to resources for on-site and remote users?			
a) Do links exist between LRS and other libraries?	LRM	The LRS is a member of a library co-operative venture	Usage statistics for co-operative venture
b) Are resource sharing agreements in place?	LRM	Information is available to users on access to member libraries	Collaborative agreements and /or promotional material

Key Question 3: How well do programmes and activities meet the needs and interests of learners?

Grade 1 : Outstanding

The LRS actively consults with its users through a variety of methods, including curriculum and LRS forums, student surveys and feedback forms. This data is used to inform service developments, resource purchases and identify areas for promotion.

Clear stock management policies are in place and adhered to. Stock purchasing is informed by reliable LMS data. Resources are systematically catalogued to high standards and easy to locate. The LRM is fully involved in the planning process for curriculum development initiatives.

The LRS provides a comprehensive range of services, facilities and equipment in sufficient quantities to meet the needs of its learners.

The LRS offers a modern, welcoming learning environment to suit all learning styles, designed after consultation with a wide spectrum of users and viewing best practice exemplars. The areas are spacious, popular and heavily-used.

Users have full off-campus access to all online resources, including document delivery, reservation, renewal, reference and enquiry services. Procedures for obtaining off-campus access are user-friendly and simple. College policy is to make the widest possible range of off-campus services available and to actively promote them. This policy informs purchasing decisions for on-line resources.

The LRS works with other libraries in order to provide a comprehensive service to users within a formal partnership.

Grade 2 : Good

The LRS consults with its users through a variety of methods, including curriculum forums, student surveys and feedback forms. This data is used to inform service developments and identify areas for promotion.

Clear stock management policies exist, and resources are easy to locate and catalogued to consistent standards. Stock purchasing decisions are informed by some use of LMS data. The LRM is involved in planning for new curriculum after the costing stage.

The LRS provides a comprehensive range of services, facilities and equipment to meet the needs of its learners.

The LRS offers a modern, welcoming learning environment to suit most learning styles, designed after some consultation with users and awareness of best practice in the sector. The facilities have adequate space, are popular and well-used.

Users have full off-campus access to all online resources, including document delivery, reservation, renewal, reference and enquiry services. Procedures for obtaining off-campus access are user-friendly and fairly straightforward. LRS policy is to make the widest possible range of off-campus services available and to actively promote them.

The LRS works with other libraries in order to provide services to users within a formal partnership.

Key Question 3: How well do programmes and activities meet the needs and interests of learners?

Grade 3 : Satisfactory

The LRS consults with its users via regular surveys and feedback forms, but response rates are low and little qualitative data is gathered. This data is used to inform service developments.

Stock management policies exist, but implementation is irregular. All stock is catalogued and can be located. Purchasing decisions are infrequently informed by LMS data. The LRM is informed of new curriculum offers after the decisions have been taken to run programmes.

The LRS provides a reasonable range of welcoming learning environments, but space or financial constraints mean that not all learning styles are catered for in every centre. The spaces are well-used by most of the college community, but customer feedback indicates some room for improvement.

Users have full off-campus access to most online resources, including reservation, renewal, reference and enquiry services. Procedures for obtaining off-campus access are in place on application. Some curriculum-specific materials are only available on-site.

The LRS works with other libraries in order to provide reference access to a range of libraries within a formal partnership.

Grade 4 : Unsatisfactory

The LRS consults its users on an ad hoc basis via surveys and request forms, and is largely reactive.

Stock taking is carried out irregularly but no official stock taking system or stock management policy is in place. Not all stock is easy to locate and cataloguing is inconsistent. Purchasing decisions are reactive, and not informed by adequate data.

The LRS provides a reasonable range of welcoming learning environments, but space or financial constraints mean that not all learners are catered for in every centre, and some areas have inadequate space or facilities. The spaces are well-used by most of the college community, but customer feedback indicates some room for improvement, and significant under-utilisation by certain curriculum areas.

Users have access to some off-campus online resources, including renewal, reference and enquiry services. Enquiries regarding document delivery services, stock lending and reservation can only be dealt with on site. Procedures for obtaining off-site access are not well-publicised. Limited numbers of learners use the facility. Significant amounts of content are only available on-site.

The LRS is not involved in any formal partnerships and access to other libraries is on an informal basis by arrangement.

Key Question 4: How effectively are learners guided and supported?

Key Question 4: How effectively are learners guided and supported?

Quality Indicators and Key Prompts	Who Responsible	Performance Indicator (Source of standard)	Evidence
4.1 Does the LRS have an ethos which celebrates and promotes diversity and inclusivity to all users and external agencies?			
a) Are there identified staff with responsibility for monitoring /promoting diversity and inclusivity within the LRS?	LRM	The LRS meets or exceeds legal requirements (DDA, SENDA 2001, RRA Amendment 2000) and the MLA accessibility score (MLA accessibility toolkit)	College & LRS equal opportunities /diversity policies LRS publicity
4.2 Does the LRS provide a physical environment to encourage all users and potential users?			
a) Is there a clearly signposted, staffed helpdesk at every site /branch?	LRM	Contact details for helpdesks are widely publicised	LRS guides and signage
b) Are all sites/ branches suitably located, and do they sufficient space to meet all learners' needs?	Senior college management, LRM	All branches meet established criteria (CoFHE Guidelines 'design specifics')	Differentiated study areas Signage & labelling
c) Does the LRS contain facilities for learners with specific needs?	LRM	The LRS meets or exceeds legal requirements (DDA, SENDA 2001, RRA Amendment 2000) and the MLA accessibility score (MLA accessibility toolkit)	Building adaptations Adaptive technology usage Accessibility audit reports

Key Question 4: How effectively are learners guided and supported?

Quality Indicators and Key Prompts	Who Responsible	Performance Indicator (Source of standard)	Evidence
4.3 Does the LRS provide an intellectual & social environment to encourage all users and potential users?			
a) Does the LRS welcome diverse communities?	LRM	The LRS makes efforts to be inclusive of all diverse communities	Accessibility audit reports
b) Are the LRS web pages fully accessible?	Senior college management, LRM	LRS online materials are W3C compliant	Equal opportunities policy
c) Is multi-lingual information made available, where appropriate?	LRM	LRS publicity is available in a range of formats /languages	LRS web pages
4.4 Are staff recruited and trained to support all users and potential users?			
a) Are customer care courses available to LRS staff?	Senior college management, LRM	All LRS staff have received customer care training	Staff development records
b) Are disability and racial equality training, and additional support, provided for LRS staff?	Senior college management, LRM	Staff are encouraged to enrol on ILS courses (e.g. NVQs)	Staff CVs
c) Are all LRS staff trained in the support of learning?	Senior college management, LRM	All LRS staff have received equality /diversity training	Job descriptions include awareness of access issues
		Job descriptions	Support logs
			CPD records

Key Question 4: How effectively are learners guided and supported?

Quality Indicators and Key Prompts	Who Responsible	Performance Indicator (Source of standard)	Evidence
4.5 How are the following LRS's activities regarding diversity and disability funded?			
a) Via revenue /capital budgets, via individual projects and via alternative (external) sources?	Senior college management	Accurate records of financial support /funding for all activities are maintained and made available	College's financial report External funding reports
4.6 Are all staff and students entitled and encouraged to take up LRS membership?			
a) Are clear, user friendly enrolment and induction procedures in place?	Senior college management, LRM	All staff and students entitled to full membership, and all new full-time students receive induction	Induction records
b) Is the service actively promoted?	LRM	The LRS is visible, with a clear identity	LRS publicity Usage statistics
4.7 Do LRS staff provide effective support for both group and individual learning?			
a) Are individual students helped with simple IT queries?	LRM	LRS publicity and service level agreements	Support Logs, Job Descriptions, Survey results
b) Is help available for basic study skills such as essay writing, proof reading, portfolio building, etc.	LRM	Provision of support and LRS publicity	Support logs, Job Descriptions, Survey results
c) Do LRS staff support group learning in the LRS?	LRM	Provision of support and LRS publicity	Support Logs, Job Descriptions

Key Question 4: How effectively are learners guided and supported?

Grade 1 : Outstanding

The LRS takes a lead in managing, monitoring and promoting diversity and inclusivity within its area of operation. The LRS ensures that it is fully compliant with all legal requirements and also meets college guidelines and action plans. Accurate records of financial support /funding for inclusivity activities are maintained and made available.

Each LRS site is located in a suitable position and is clearly signposted. Helpdesks are in prominent positions, and staff are available to assist and welcome all learners. Each site contains facilities and resources for learners with specific needs, and all information is fully accessible both in print and electronic formats with key information available in additional languages where appropriate.

All LRS staff are trained in customer care, and have received specialist training on supporting learners with disabilities and safeguarding children and vulnerable adults. The LRM ensures that resources and services are available and developed to meet the needs of all learners. The LRM ensures that any new developments, as well as reviews of existing services and procedures, are assessed for equal impact assessment (EIA) compliance, and that appropriate action plans are put in place where needed.

All students and staff are entitled to LRS membership, and the enrolment process is efficient and simple. The LRS is actively promoted and highly visible in college. LRS and curriculum staff work collaboratively to ensure that all students receive an LRS induction.

Grade 2 : Good

The LRS has a specific member of staff with responsibility for managing, monitoring and promoting diversity and inclusivity. The LRS ensures that it is fully compliant with all legal requirements. Records of financial support /funding for inclusivity activities are maintained and made available.

Each LRS site is located in a suitable position and is clearly signposted. Helpdesks are in prominent positions, and staff are available to assist and welcome all learners. Each site contains facilities and resources for learners with specific needs. Key information is fully accessible, both in print and electronic formats, with some documents available in additional languages where appropriate.

All LRS staff are trained in customer care, and have received advice on supporting learners with disabilities and safeguarding children and vulnerable adults. The LRM ensures that resources and services are available and developed to meet the needs of all learners. The LRM ensures that any new developments are assessed for equal impact assessment (EIA) compliance, and that appropriate action plans are put in place where needed.

All students and staff are entitled to LRS membership, and the enrolment process is efficient and simple. The LRS is actively promoted and highly visible in college. LRS and curriculum staff work collaboratively to ensure that all students receive an LRS induction.

Key Question 4: How effectively are learners guided and supported?

Grade 3 : Satisfactory

The LRM is aware of all legal requirements with regard to diversity and inclusivity, and tries to ensure that these are incorporated into LRS facilities, activities and resources. Records of financial support /funding for inclusivity activities are available.

Each LRS site is signposted. Helpdesks are available in all sites and staff are available to assist learners. At least one site contains facilities and resources for learners with specific needs. Key information is mostly accessible, in terms of print and electronic formats, but some documents are not available in appropriate media.

Some LRS staff are trained in customer care, and are aware of the needs of learners with disabilities. The LRM ensures that resources and services are available and developed to meet the needs of learners. The LRM ensures that any new developments are assessed for equal impact assessment (EIA) compliance, and that appropriate action plans are put in place where needed.

All students and staff are entitled to LRS membership, and the enrolment process is simple. The LRS is actively promoted in college. The LRS staff try to ensure that all students receive an LRS induction.

Grade 4 : Unsatisfactory

The LRM is aware of legal requirements with regard to diversity and inclusivity, and tries to ensure that these are incorporated in to LRS facilities, activities and resources. However the LRS is not fully compliant in this respect and is not able to offer all learners an equitable service. No records of financial support /funding for inclusivity activities are available.

Each LRS site is signposted. Helpdesks are available in all sites and staff are available to assist learners. Key information is mostly accessible, in print and electronic formats, but some documents are not available in appropriate media.

Some LRS staff are trained in customer care, and are aware of the needs of learners with disabilities. However, some services, facilities and resources do not meet the needs of the whole college population.

All students and staff are entitled to LRS membership, and the enrolment process is simple. The LRS is actively promoted in college, but not all students are aware of it. There is an induction programme in place, but it is largely reactive.

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Quality Indicator and Key Prompts	Who Responsible	Performance indicators (Source of standard)	Evidence
5.1 Is the LRM appropriately qualified and experienced?			
a) Does the LRM hold a recognised professional qualification, eg, degree or postgraduate qualification in information /library management (ILM) or management qualification?	Senior college management	A qualified manager with responsibility for LRS provision (CoFHE recommendation 9) is in post.	Certificates, curriculum vitae and job description
b) Does the LRM actively engage with appropriate professional bodies, e.g., CILIP and CoLRiC?	LRM	The LRM is an active member of CILIP groups and branches; and a chartered member of CILIP (CoLRiC C4)	Professional development records
5.2 Are there sufficient numbers of professional staff, appropriately qualified and /or experienced?			
a) Do staff hold recognised professional qualifications, e.g., ACLIP, degrees or postgraduate qualifications in ILM?	LRM	Staff should be encouraged to work towards Chartership (CoFHE recommendation 9)	Curriculum vitae Professional development records
b) Do professional staff actively engage with appropriate professional bodies?	LRM, LRS staff	Staff are active membership of CILIP groups and branches	Professional development records
c) Is a satisfactory ratio of professional staff to students met?	Senior college management, LRM	Ratio: 1 FTE professional staff : at least 5000 students (CoFHE)	Staffing ratios

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Quality Indicator and Key Prompts	Who Responsible	Performance indicators (Source of standard)	Evidence
5.3 Are there sufficient numbers of front line staff and ICT support staff, appropriately qualified and /or experienced?			
a) Do staff hold qualifications appropriate to their role, e.g., library NVQs /City and Guilds, ECDL or customer service qualifications?	LRM, LRS staff	Staff have appropriate qualifications	Curriculum vitae Professional development records
b) Is a satisfactory ratio of frontline staff to students met?	Senior college management, LRM	Ratio: 1 front line staff-member : at least 1000 students (CoFHE)	Staffing ratios
c) Is a satisfactory ratio of ICT staff to students met?	Senior college management, LRM	Ratio: 1 ICT staff-member : at least 5000 students	Staffing ratios
d) Do staff have the relevant IT skills and confidence to promote the use of e-learning facilities?	Senior college management, LRM	Staff have the ability to use readily available office software and can search the Internet, Intranet and learning platform for appropriate resources	Promotion of e-learning
5.4 Is the role of the LRS reflected in its status within the organisation?			
a) Does the LRM hold a position on the college management team?	Senior college management	There is LRS representation on the college management team (CoFHE recommendation 9, CoLRiC M11) There is LRS representation on academic board	Management structure Minutes of senior college management team meetings

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Quality Indicator and Key Prompts	Who Responsible	Performance indicators (Source of standard)	Evidence
b) Do LRS staff actively participate on appropriate academic and quality cross college committees?	Senior college management	There is LRS representation on cross college committees (CoLRiC M12)	Minutes of cross college committee meetings
5.5 Is there a specific LRS policy for suitable training and development opportunities for all LRS staff in accordance with college policy?			
a) Is a system of annual staff appraisal in place which is available to all LRS staff	Senior college management, LRM	An appraisal system is in place	Records of appraisals
b) Are LRS staff encouraged to identify their own training needs that reflect institutional and departmental strategic and operational plans?	LRS staff	There is a college /LRS ethos of participation in appraisals and this is reflected in staff perceptions	Records of appraisals
c) Are priority areas for staff development identified through college and LRS strategic developments?	Senior college management, LRM	The range of staff development activities undertaken reflect college /LRS strategies (CoLRiC M15)	College /LRS plans Training records
d) Does the LRM regularly review and evaluate the effectiveness of training?	LRM	Regular review and evaluation of training takes place.	Training evaluation records Knowledge dissemination
e) Is a suitable training budget available to support staff development?	Senior college management, LRM	All staff are able to apply for relevant training	Training budget

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Quality Indicator and Key Prompts	Who Responsible	Performance indicators (Source of standard)	Evidence
5.6 Do all staff who work in the LRS receive an induction on LRS and college policies and procedures?			
a) Is a structured LRS induction /initial training programme available to new LRS staff?	LRM	An induction programme covering all LRS needs is in place	Induction records Written induction programme
b) Is a college-wide induction programme available, to which all new LRS staff are encouraged to attend?	Senior college management, LRM	The college-wide induction programme is attended by all new LRS staff	Training records
5.7 Does the LRM have full control over the management of the LRS budget?			
a) Does the LRS operate its own budget?	Senior college management	The LRS has operational control of its own budget	College /LRS financial records; Annual budget statement
b) Is the LRS involved in setting its budget and preparing annual business plans?	Senior college management, LRM	The LRS is involved in budget setting processes	Minutes of meetings Annual business plans
c) Is the budget divided to ensure equity of resources using a mix of formats for all subject areas?	LRM	The annual budget statement details an appropriate division of the LRS budget	Budget setting meetings
d) Is the recognised book budget allocation per student met?	Senior college management, LRM	Book budget per student at least £5 per student (CoFHE)	LRS expenditure per student on monographs

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Quality Indicator and Key Prompts	Who Responsible	Performance indicators (Source of standard)	Evidence
5.8 Does the LRS actively engage in the college quality system and encourage independent evaluations from peers and colleagues?			
a) Does the LRS self assessment exercise conform to college parameters?	Senior college management, LRM	A robust SAR, with measurable targets, is in place	LRS SAR
b) Does the LRS feature in course evaluation across the institution's curriculum review /self-assessment process?	Curriculum managers	Evaluative and critical comment is made by staff and students as part of their course review /self-assessment process	Course review /self-assessment documentation
c) Are LRS staff involved in local and national professional groups and do they take advantage of networking opportunities /sharing of best practice?	LRM, LRS staff	The LRS staff are active professionally and aware of professional opportunities (CoLRiC M16)	Staff awareness Staff training records
d) Does the LRS participate in local or national peer evaluation schemes (e.g., CoLRiC peer assessment, the quality toolkit)?	LRM	The LRS receives a favourable peer evaluation (CoFHE recommendation 4)	Peer evaluation reports
5.9 Are all the staff aware of appropriate health and safety standards and requirements for the LRS?			
a) Have thorough risk assessments been completed on all aspects of the LRS?	Senior college management, LRM	Risk assessments have been completed and progress made towards any actions required	Risk assessment reports and evidence of work towards highlighted issues
b) Is a system in place to ensure personal security and protection?	Senior college management, LRM	Systems are established in liaison with college security personnel	Panic alarms Regular security visits

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Grade 1 : Outstanding

The LRS is managed by a chartered, professionally active librarian, who is a member of the college's senior management team, and who actively participates in cross-college committees.

There are sufficient numbers of LRS staff to support students, and they are appropriately graded and hold relevant qualifications.

Extensive staff development activities are available. All staff are encouraged to undertake personal and professional development, and annual appraisals take place to identify training needs in line with college and LRS priorities. All new staff undergo a tailored college and LRS induction programme, and are assigned a mentor.

The LRS operates its own budget and develops its own business plan. These are reviewed annually in association with college management. The LRS is accountable for its budget and ensures that funds are distributed evenly to enable equity of appropriate resources across all subject areas.

The LRS has a mission statement that links into the college's strategic aims, with clear performance standards. The LRS undertakes an annual self-assessment exercise, to identify future developments and provide information on service performance for college managers. The LRS participates in a scheme of independently evaluation (peer review).

The LRS fully complies with college health & safety policies, undertaking appropriate risk assessments and ensuring the safety of staff and students.

Grade 2 : Good

The LRS is managed by a qualified librarian, who is a member of the college's senior management team.

There are sufficient numbers of LRS staff to support students, and they are appropriately graded and hold relevant qualifications.

All staff are encouraged to undertake personal and professional development activities, and annual appraisals take place to identify training needs in line with college and LRS priorities. All new staff undergo a tailored college and LRS induction programme.

The LRS operates its own budget, and is involved in budget setting and developing business plan. The LRS is accountable for its budget and ensures that funds are distributed evenly to enable equity of resources across all subject areas.

The LRS has a mission statement that links into the college's strategic aims, with clear performance standards. The LRS undertakes an annual self-assessment exercise, to identify future developments and provide information on service performance for college managers.

The LRS complies with college health & safety policies, undertaking risk assessments and ensuring the safety of staff and students.

Key Question 5: How effective are leadership and management in raising achievement and supporting all learners?

Grade 3 : Satisfactory

The LRS is managed by a qualified librarian.

There are sufficient numbers of LRS staff to support students, and they are appropriately graded.

Staff can apply to undertake personal and professional development activities, but precedence is likely to be given to the LRM or curriculum areas. Annual appraisals take place to identify training needs in line with college and LRS priorities. All new staff undergo a college and LRS induction programme.

The LRS operates its own budget, and is involved in budget setting. The LRM manages the budget and endeavours to provide resources for all subject areas.

The LRS has a mission statement that links into the college's strategic aims. The LRS undertakes an annual review to identify future developments.

The LRS complies with college health & safety policies, undertaking risk assessments and managing the safety of staff and students.

Grade 4 : Unsatisfactory

The LRS is managed by a non-professional.

There are sufficient numbers of LRS staff to support students, but pay scales do not meet the CILIP guidelines and there is no expectation that staff will attain /have particular qualifications.

Annual appraisals take place to set targets to meet college and LRS priorities, but do not focus on identifying training needs. A college induction programme is available, but staff are not obliged to attend.

The LRS operates its own budget, and is involved in budget setting, but the LRM has little opportunity to influence funding decisions. The LRM manages the budget, but is reactive to need and is not able to provide resources at the point of need.

The LRS has a mission statement, but it is not linked in with college priorities. Self-evaluation is poor, with performance measures not adequately identified.

The LRS is aware of college health & safety policies, but relies on others to undertake appropriate risk assessments. Safety of students and staff may be compromised through lack of awareness of responsibilities.

Working Party Members

Lee Bryant, Learning Resources Centre Manager, City of Bristol

Steve Cropper, Learning Resources Manager, Wirral Metropolitan College (Representing CoFHE)

Dr Andrew Eynon, Library Resource Manager, Coleg Llandrillo (Representing CoFHE)

Kate Gardner, Learning Resources Centre Manager, Worcester College of Technology

Nicola Scott, Learning Resources Manager, Community College Hackney (CoLRiC Chair)

Alexandra Talbot, Head of Library Services, Newcastle College (CoFHE Chair)

Jim Temple, Senior Librarian, North Trafford College (Representing CoLRiC)

Chrissie Turkington, eLearning Adviser (Learning Resources), RSC North West

Glossary

ACLIP	Certified Affiliate of CILIP	LRS	Learning Resources Service (Library)
AV	Audio Visual	MLA	Museums, Libraries and Archives Council
CILIP	Chartered Institute of Library and Information Professionals	NVQ	National Vocational Qualification
CoFHE	Colleges of Further and Higher Education (a special interest group of CILIP)	OFSTED	Office for Standards in Education
CoLRIC	Council for Learning Resources in Colleges	OPAC	Online Public Access Catalogue
CV	Curriculum Vitae	PI	Performance Indicator
DDA	Disability Discrimination Act 2005	RSC	Regional Support Centre
DVD	Digital Video Disc	RRA	Race Relations (Amendment) Act 2000
ECDL	European Computer Driving License	SAR	Self-Assessment Report
ECM	Every Child Matters	SENDA	Special Education Needs and Disability Act 2001
EIA	Equality Impact Assessment	SFEFC	Scottish Further Education Funding Council
fforwm	The Association of Further Education Colleges in Wales	SMS	Short Message Service
FTE	Full-Time Equivalent	VLE	Virtual Learning Environment
HEFCE	Higher Education Funding Council	W3C	World Wide Web Consortium
ICT	Information and Communication Technology		
IL	Information Literacy		
ILS	Information and Library Services		
ILT	Information and Learning Technology		
ILM	Information and Library Management		
IS	Information Sources		
IT	Information Technology		
JEB ICTESA	Joint Examining Board Certificate in the use of ICT in Educational Support and Administration		
JISC	Joint Information Systems Committee		
KPI	Key Performance Indicator		
LMS	Library Management System		
LRM	Learning Resources Manager		