
Introduction

In November 2002 Scottish Further Education Funding Council (SFEFC) invited collaborative bids from colleges to support the extension of self-evaluation to aspects of college functions which have a bearing on the quality of students' learning experience but which are not specifically identified as aspects within the SFEFC/HMIE quality framework.

This toolkit is the outcome of a successful project bid to develop a self-evaluative framework for learner resource services which can be embedded into existing college wide processes of self-evaluation. The project built on earlier work undertaken by SLIC to update the 1997 *Libraries in Scottish Further Education Colleges: Standards for Performance and Resourcing* 2nd ed. and the contents reflect sector wide discussion, consultation and identification of best practice. The toolkit aims to provide information and support to enable college library and learning centre managers to carry out self-evaluation using the existing SFEFC/HMIE four point scale.

During the project it became clear that there is a desire amongst library managers for a more rigorous and comprehensive audit of library services than the SFEFC/HMIE review framework permits but which could feed into the college review process. As part of its support and sustainability strategy for the project, SLIC will endeavour to work with key partners and practitioners to develop a professional peer review system based on the use of this toolkit together with *Libraries in Scottish Further Education Colleges: Standards for Performance and Resourcing* 2nd ed.

The toolkit aims to provide information and support to enable college library and learning centre managers to carry out self-evaluation

In 1997 the Scottish Library Association and the Scottish Library & Information Council published the 2nd edition of *Libraries in Scottish Further Education Colleges: Standards for Performance and Resourcing* hereafter referred to as *Standards*. Many of these Standards remain current and provide librarians and college managers with a series of benchmarks against which they can measure the resourcing and performance of their libraries and learning resource centres. However, there have been many significant developments affecting colleges and college libraries since the publication of the Standards. These include an increasing importance within the sector of meeting a variety of recognised audit standards, none of which explicitly examine the organisation and management of college libraries or their services.

In the intervening years the role and function of the library has also changed with an increasing emphasis being placed on the integration of library and resource services and in many institutions the incorporation of flexible and on-line learning within the same operational area.

Advances in Information and Communication Technologies (ICT) and the availability and significance of electronic and on line resources have become major factors in the provision of library services.

Clearly it had become necessary to produce a revised set of guidelines using the self-evaluative model which librarians could use to evaluate their service in these changed circumstances. This service development quality toolkit follows the self evaluation model employed by HMIE/SFEFC in the *Specification for the Review of Standards and Quality in Further Education*.

The self evaluation framework requires institutions to carry out an internal audit against a set of quality standards agreed by the sector, SFEFC and HMIE and to grade facilities and services accordingly.

The initial task undertaken by the Project Group was to devise a self evaluative framework which dealt with the evaluation of ICT within a learning resource service and which would sit comfortably within the existing self evaluation framework.

This toolkit will allow librarians and resource centre managers to carry out a comprehensive self evaluation of the library and the ICT components of their learning resource service. The toolkit is intended to underpin a high level indicator within the revised college review framework.

How to use this toolkit

Reporting on standards and quality is integral to the process of planning and self-evaluation. The significance of self-evaluation lies in locating ownership of the improvement process with those who are directly involved in the work. The quality indicators in the toolkit have been developed by experienced practitioners in consultation with SLIC, HMIE, SFEFC and SFEU. They provide a basis for establishing how well a service is doing in delivering resources and services to support the learner. The toolkit is designed to help practitioners exercise their responsibilities for quality assurance in their self evaluation of learning resource services.

The quality indicators in this toolkit will help learning resource service managers to:

- Judge the quality of performance against a set of criteria
- Identify development needs and priorities
- Highlight best practice
- Come to decisions about the overall pattern of strength and weakness in the services' performance

The quality indicators are organised within an overall framework of 7 key areas:

Element 1: Learning Resource Organisation, covers developing systems for shared resources, including ongoing system development, interoperability and collaborative collection development.

Element 2: Staffing, looks at staffing arrangements including qualifications and opportunities for staff development.

Element 3: ICT Integration, addresses electronic access and managing digital resources including system interface, remote services, and using recognised metadata standards.

Element 4: User Support, includes the range and balance of resources offered, and service support for a range of study and attendance patterns.

Element 5: Accessibility, covers information and assistance, maximising access, and access agreements.

Element 6: Inclusiveness, looks at complying with legislation and promoting diversity.

Element 7: Quality Assurance and Improvement, covers suitable structures, systems and procedures to ensure quality.

The quality indicators can be used to evaluate at the 4 levels of performance which correspond to those used by HMI.

Very good	- major strengths
Good	- strengths outweigh weaknesses
Fair	- some important weaknesses
Unsatisfactory	- major weaknesses

*An evaluation of **very good** applies to provision characterised, overall, by strengths. There are few weaknesses and any that do exist do not diminish the learner experience.

*An evaluation of **good** applies to provision characterised by a number of strengths. There are weaknesses but these do not have a significantly adverse impact on the learner experience.

*An evaluation of **fair** applies to provision which may have a number of strengths, but also important weaknesses which are sufficient to diminish the learning experience in significant ways.

*An evaluation of **unsatisfactory** applies when there are major weaknesses in provision, requiring urgent remedial action.

Grade illustrations are provided to help create a shared insight into the balance of strengths and weaknesses which would correspond to each of the 4 levels. They will assist users to find examples of best practice to inform planning for quality improvement.

A learning resource management system is being developed to enable managed access to shared resources

Quality Indicator	Key Prompt	Indicative sources of evidence
Suitable learning resource management software is in place and system and service development is ongoing.	Correct protocols are used to permit interoperability	System specification showing z39.50
Interoperability and collaborative collection development is enabled and encouraged by use of cataloguing standards	<p>Adoption of the MARC 21 standard and use of common subject schemes</p> <p>Cross interrogation of collections is made possible by standardisation of metadata content</p>	<p>Systems literature</p> <p>Sample records</p> <p>Printed or saved search results</p>
Staff have appropriate awareness and involvement in resource sharing initiatives	Participation in national or local initiatives, organisations and professional activities which encourage resource sharing e.g. CAIRNS, Scottish Portals Initiative, CoSMIC, SESLIN, Glasgow colleges' NG Libraries Project, TAFLIN, HAIRST, UHI	<p>Minutes of meetings</p> <p>Staff development meetings</p> <p>ICT strategy</p> <p>College operational plan</p>

Element 1: Learning Resource Organisation

Element 1 Grade Illustration: Very Good

The Learning Resource Management System (LRMS) enables access to a full range of resources to support all learning regardless of location and is central to the learning experience of users throughout the institution. The latest upgrade of software is installed and the potential of the system is being fully developed to include effective links with the college VLE, themed web links and cross searching of catalogues. International protocols (z39.50) and standards (MARC21) permit interoperability with both internal college systems and external resources.

Staff have developed successful collaborative policies with partner agencies and are working with recognised industry standards to provide seamless access across networks, made possible by highly developed system specifications.

Learning resource staff have appropriate knowledge and understanding of resource sharing initiatives, but because of institutional policies are not involved in national or local resource sharing developments. All staff in the learning resource service are meaningfully involved with or fully aware of their services role in the college ICT strategy and operational plan. A well-planned programme of staff development has ensured continuous participation and innovation in developing access to shared resources.

Element 1 Grade Illustration: Good

The LRMS is recognised as enabling access to sufficient resources to support learning regardless of location, and is regarded as being central to the learning experience of users throughout the institution. The latest upgrade of software is installed; however some aspects of the system aren't being utilised to their full potential as yet. Staff are not aware of the full potential of the LRMS and therefore development opportunities are limited. International protocols (z39.50) and standards (MARC21) permit interoperability with both internal college systems and external resources.

Staff are developing collaborative policies with partner agencies and are working with recognised industry standards to provide seamless access across networks. However, there are no strategic plans in place to utilise the full potential of the system.

Learning resource staff have appropriate knowledge and understanding of resource sharing initiatives but because of institutional policies are not involved in national or local resource sharing developments. All staff in the learning resource service are meaningfully involved with or fully aware of their services role in the college ICT strategy and operational plan. A well-planned programme of staff development has ensured continuous participation and innovation in developing access to shared resources.

Element 1 Grade Illustration: Fair

The LRMS enables access to sufficient resources to support some aspects of learning. However, this is not the case for learners outwith the campus. The LRMS is regarded as important to the learning experience of some users throughout the institution but not regarded as central to learning and teaching. Although LRMS software is installed, it is an earlier version of that currently available and thus the potential of the system is under developed. The LRMS does not support z39.50; however, cataloguing standards permit some effective sharing of resources within the institution. There is no interoperability with systems outwith the college.

Staff are developing some useful collaborative policies with partners but implementation is hindered by low system specifications and a lack of strategic planning to utilise the full potential of the system.

Learning resource staff have some awareness but little knowledge and understanding of national and local resource sharing developments. However, there is good involvement of learning resource service staff in the college ICT strategy and operational plan. Some staff development has raised awareness of the issues involved in accessing shared resources. It was noted that there has been no progress arising from this process.

Element 1 Grade Illustration: Unsatisfactory

The LRMS does not enable access to shared resources to support learning and is not regarded as being integral to the learning experience of users throughout the institution. No library management software is installed although staff are aware of the merits such a system would bring to the organisation and have included its purchase and development in the learning resource services operational plan.

Staff are not involved in collaboration with partner agencies or working with recognised ICT industry standards to provide seamless access across networks. However, the learning resource staff do collaborate with partner agencies in non-LRMS functions such as inter library loans and the compilation of themed web links.

Staff are not involved in national or local resource sharing developments. Staff in the learning resource service are not involved with the college ICT strategy or operational plan. There is no planned programme of staff development, which could ensure participation in developing access to shared resources.

Element 2: Staffing

Learning resource services develop as a result of staff training and review activity

Quality Indicators	Key Prompts	Indicative Sources of evidence
<p>There is an appropriate level and range of qualifications, skills and experience</p>	<p>Service managers have a coherent approach to recruitment and training to ensure appropriately qualified staff.</p> <p>Staff possess or are working towards a range of appropriate qualifications e.g.</p> <ul style="list-style-type: none"> ECDL or other IT qualifications Qualifications in library and information science Professional charter <p>Staff have:</p> <ul style="list-style-type: none"> the ability to use VLE and other electronic resources to support learners An understanding of common subject schemes and standards which encourage resource sharing An awareness of accessibility needs and ability to use assistive technology Skills in Web authoring/materials development and design 	<p>Personnel and staff development and review records</p> <p>Staff CVs</p> <p>Training Needs Analysis</p>
<p>Staff development and review</p>	<p>Priority areas for staff development are derived from college strategic development and operational targets and reflect college ICT strategy</p> <p>Service managers have evaluated and followed up the impact of staff development and training on improvements to service</p> <p>There is provision for staff training in:</p> <ul style="list-style-type: none"> Communication skills Presentation skills Customer care 	<p>College planning documents</p> <p>Quality manuals</p> <p>Career development review documentation</p> <p>Evaluations of the effectiveness of staff development activities</p> <p>Training Needs Analysis</p>

Element 2 Grade Illustration: Very Good

The college has a policy of appointing appropriately qualified learning resource service staff and providing them with access to an extensive range of suitable training opportunities. The Learning Resource Service Manager and Depute hold recognised professional qualifications and recently qualified staff are registered and undertaking CILIP Chartership. All staff have completed ECDL.

The learning resource service staff take part in the established college career review process and this has proved successful in identifying, actioning and reviewing training needs. Participation has resulted in an improvement in satisfaction with learning resource services as evidenced in student survey responses.

The service team has a period each week which is used effectively for staff development activities. These have been identified from targets set at career review and in addition from operational situations which have highlighted specific training needs. These have included customer care and communication with speakers of English as a Second Language.

Element 2 Grade Illustration: Good

The college has a policy of appointing appropriately qualified learning resource service staff and providing them with access to a wide range of suitable training opportunities. The learning resource service Manager and Depute hold recognised professional qualifications but recently qualified staff have no formal route to undertake CILIP Chartership. All staff have completed ECDL.

The learning resource service staff take part in the established college career review process and this has proved successful in identifying, actioning and reviewing training needs. Participation has resulted in limited improvement in satisfaction with learning resource services as evidenced in student survey responses.

The service team have a period each week, which has been used effectively for staff development activities. These are identified from targets set at career review and also operational situations, which have highlighted specific training needs. However, not all staff are able to be released for these sessions which means there is an inconsistency in the level of customer care provided to users.

Element 2: Staffing

Element 2 Grade Illustration: Fair

Not all learning resource service staff hold appropriate qualifications and there are limited training opportunities provided to access professional qualifications. All learning resources staff have completed or are working towards ECDL.

The learning resource service staff take part in the established college career review process although not all staff are fully included. Therefore, training needs are inadequately identified and not addressed in a consistent way, which in turn has led to inconsistencies in the level of customer care as evidenced in student survey responses.

Staff development takes place on an ad hoc basis, but is not coherently linked to operational plans or career reviews. Not all staff can be released for these sessions which mean there is a further inconsistency in the level of customer care provided to users.

Element 2 Grade Illustration: Unsatisfactory

Not all learning resource service staff hold appropriate qualifications and there are limited formal training opportunities provided to access professional qualifications; however some para-professional staff have enrolled independently on a distance learning course for library assistants and some learning resource service staff are working towards ECDL.

The learning resource service staff take part in the established college career review process although not all staff are fully included. Therefore, training needs are inadequately identified and not addressed in a consistent way, which in turn has led to inconsistencies in the level of customer care as evidenced in student survey responses.

Staff development takes place on an ad hoc basis but is not coherently linked to operational plans or career reviews. Not all staff can be released for these sessions, which means there is a further inconsistency in the level of customer care provided to users.

The extent to which services are working towards electronic integration for end users ease of access in line with college ICT strategy

Quality Indicators	Key Prompts	Indicative sources of evidence
Users can access the full range of resource services through electronic channels such as the college portal, VLE etc regardless of location.	The system interface is designed so that users can get access to all main services including learning resource management system (LRMS) through a gateway common to their user group	Screen grabs System design diagrams ICT Strategy
Digital library services are effectively managed to enable ease of access to appropriate information and resources.	Learning resource service managers are involved in development and exploitation of college portal/ MLE/VLE to promote ease of access to appropriate resources	ICT Strategy Minutes of meetings E-mail
	LRMS services delivered via VLE	User screens
	<p>Users have access to a range of managed electronic information resources including full text and full image articles, e-journals, multimedia products and datasets e.g.</p> <ul style="list-style-type: none"> • JISC collections • On-line subscriptions • Digitised articles (HERON) • CD-ROMs 	User screens Subscription agreements Themed web links ICT Strategy
	The learning resource management system is accessible via a web browser enabling access across local and wide area networks and to remote users	User screens Systems diagrams ICT Strategy

Element 3: ICT Integration

The extent to which services are working towards electronic integration for end users ease of access in line with college ICT strategy

Quality Indicators	Key Prompts	Indicative sources of evidence
Digital library services are effectively managed to enable ease of access to appropriate information and resources.	Services such as reservations, renewals and access to e-collections are available remotely (e.g. ASKA services, ATHENS authentication, e-mail enquiries, group conferences)	User screens Systems literature ICT Strategy
	Internal and external learning resources are organised to suit the needs of the curriculum	Course team minutes Themed web links
	Learning resource managers are actively involved in progress towards single sign on to access all services	LRS Operational Plan Minutes of meetings ICT Strategy
	Recognised metadata standards are used throughout different aspects of resource services to enable integrated results in user searches (e.g. MARC21, LOM, IMS)	Collection management policies Electronic collection management policies VLE operations and procedures manuals

Element 3 Grade Illustration: Very Good

Learning resource service staff provide easy user access to the full range of on-line information services and the learning resource management system and catalogue through a web browser and VLE.

The learning resource service manager has been actively involved in the development and exploitation of the college portal and MLE/VLE. This has resulted in excellent access to, and use of, an extensive range of managed electronic information resources such as JISC collections, on-line subscriptions, digitised articles (including full text and image) and CD-ROMs.

Users are well supported and make effective use of online services such as reservations and renewals as well as a range of online communication services such as authenticated access to e-content, e-mail enquiries and group conferences. User support materials could be provided in a greater variety of languages.

Internal and external learning resources are suitably organised to fully meet needs of the curriculum using recognised standards for inter-operability and accessibility.

The learning resource service has a comprehensive Operational Plan, which clearly articulates with the College Operational Plan and successfully defines the implementation of an all-inclusive collection management policy. This process can be seen as developmental as evidenced through the minutes of learning resource service team meetings.

Element 3 Grade Illustration: Good

Learning resource service staff provide easy user access to the full range of online information services and the learning resource management system and catalogue through a web browser and VLE.

The learning resource service manager has been actively involved in the development and exploitation of the college portal and MLE/VLE. This has resulted in excellent access to, and use of, an extensive range of managed electronic information resources such as JISC collections, on-line subscriptions digitised articles (including full text and image) and CD-ROMs.

Services offered include a wide range of online communication services such as authenticated access to e-content, e-mail enquiries and group conferences. Users are not well supported in their use of these on line services and in others such as reservations and renewals. This makes their use less effective than would be expected.

Internal and external learning resources are suitably organised to meet the needs of the curriculum using recognised standards for inter-operability and accessibility.

Although the service has a good Operational Plan, which articulates with the College Operational Plan, and suitably defines the implementation of a collection management policy, this does not extend evenly across all curriculum areas. The minutes of team meetings do show that there is an awareness of the need to develop a more comprehensive collection management policy.

Element 3: ICT Integration

Element 3 Grade Illustration: Fair

The learning resource service does not provide easy user access to the full range of on-line information services or the learning resource management system and catalogue through a web browser or VLE.

Learning resource service managers have not been involved in the development and exploitation of the college portal or VLE. The result of this is that electronic information resources such as JISC collections, on-line subscriptions and digitised articles are not available to remote users.

However, other services offered do include local access to a range of on-line communication services such as authenticated access to e-content, email enquiries and group conferences. Policies were not in place to provide user support for these on line services and in others such as reservations and renewals. This makes their use less effective than would be expected.

Internal and external learning resources are adequately organised to suit the needs of the curriculum using recognised standards for inter-operability and accessibility.

Although the learning resource service has an Operational Plan, which articulates with the College Operational Plan and suitably defines the implementation of a collection management policy, this does not extend evenly across all curriculum areas. The Operational Plan does indicate the intention to develop this service and provide remote access to electronic services across the curriculum. The minutes of learning resource service team meetings show that there is an awareness of the need to develop a more comprehensive collection management policy.

Element 3 Grade Illustration: Unsatisfactory

The learning resource service provides inadequate remote user access to online information services, to the learning resource management system and catalogue. Users only have access to the learning resources catalogue within the learning resource centre.

Learning service managers have not been involved in the development and exploitation of the college portal or MLE/VLE. The result of this is that electronic information resources such as JISC collections and on-line subscriptions are not available to remote users.

Local access to a limited range of online services is provided; however users are not particularly well supported which makes utilisation of these services and others such as reservations and renewals significantly less effective than would be expected.

Internal and external learning resources are organised to suit the needs of the curriculum using recognised standards for interoperability and accessibility. However, there is little support from the college and curriculum managers to develop and implement these services.

Although the learning resource service has an Operational Plan it does not clearly articulate with the College operational plan. It also does not clearly define a collection management policy. The further development of these services is inhibited by the failure of learning resource service staff to participate in cross college meetings and the college having no clear strategic direction within this area.

Appropriate services are developed in support of all users

Quality Indicators	Key Prompts	Indicative sources of evidence
<p>The learning resource service provides good quality support for programme development, delivery and evaluation</p>	<p>Learning resource services are a feature of course evaluation</p> <p>Learning resource service staff attend course team meetings as appropriate</p>	<p>Minutes of meetings User Satisfaction Surveys Quality Manual Minutes of meetings</p>
<p>An appropriate range and balance of learning resources and services are offered to support curricular delivery</p>	<p>The learning resource service is a formal part of curricular approval process</p> <p>Learning resource management system directs users to appropriate resources and services with an appropriate mix of digital and physical assets</p> <p>Course reading lists and introduction pages include links to the web interface</p> <p>Study spaces and equipment</p> <p>Curricular and learning resource service staff liaise to consider anticipated resource requirements</p> <p>Access to e-resources is a feature of course evaluation</p>	<p>Quality Manual Resource lists for users (learning resource and curricular staff jointly produced and updated) Reading lists User screens Equipment Inventory Course approval documents Minutes of meetings Email correspondence Appropriate licensing agreements User satisfaction surveys</p>
<p>The learning resource management system effectively supports a range of study and attendance patterns</p>	<p>Availability of services on and off campus</p> <p>The user can access the system using a web browser</p> <p>Course materials include links to the learning resource management system</p> <p>The system can identify lists of available on-line resources which link into courses</p> <p>Links are provided to online reference sites, statistical databases, bibliographical reference tools, JISC resources etc.</p>	<p>User guides User screens ICT Strategy Quality Manuals Induction materials</p>

Element 4: User Support

Element 4 Grade Illustration: Very Good

Staff in the learning resource service show a commitment to provision which supports the quality of the student experience, curriculum development, delivery and evaluation. This is evidenced by a member of the learning resource team actively participating in course team meetings as appropriate, working well with curricular staff to produce and update reading and resource lists for users and being included in the curriculum approval process. These systems for collaborative working have proved effective in providing relevant resources for users. The role of the learning resource service is acknowledged in the course materials which link to the learning resource management system.

High quality learning resources and services, both digital and physical are offered to support curriculum delivery and students are directed to these through the learning resource management system. Licensing agreements are in place which have been effective in allowing resources to be accessed remotely through the learning resources management system. Access to other electronic resources such as the online reference library is successfully managed using the ATHENS remote patron authentication system.

The learning resource management system is readily available through a web browser and has proved effective in supporting a wide range of study and attendance patterns. Services delivered in this way include links to particular curriculum resources, online reference sites, statistical databases, bibliographic reference tools and JISC resources. The staff have been proactive in providing a collection of user guides to support a diverse student population which encompasses a range of abilities, needs and interests. These guides have proved invaluable to users and can be readily accessed both locally and remotely in a variety of formats both digital and print.

Element 4 Grade Illustration: Good

Staff in the learning resource service show a commitment to provision which supports the quality of the student experience, curriculum development delivery and evaluation. This is evidenced by a member of the learning resource team actively participating in course team meetings as appropriate and working with curricular staff to produce and update reading and resource lists for users. However, there was no evidence that the staff were involved with all subject areas or with the formal part of the curriculum approval process. The role of the learning resource service is acknowledged in the course materials which link to the learning resource management system.

Appropriate learning resources and services are offered to support curriculum delivery and students are directed to these through the learning resource management system. Licensing agreements are in place; these have been effective in allowing resources to be accessed remotely through the learning resource management system. Access to other electronic resources such as the online reference library is successfully managed using the ATHENS remote patron authentication system.

The learning resource management system is readily available through a web browser and this has proved effective in supporting a wide range of study and attendance patterns. Services delivered include links to particular curriculum resources, online reference sites, statistical databases, bibliographic reference tools and JISC resources. Although some user guides are available, their number and range could be extended to support a more inclusive range of abilities, needs and interests. There are plans to make the guides available in a variety of formats both digital and print.

Element 4 Grade Illustration: Fair

Staff in the learning resource service show a commitment to provision which supports the quality of the student experience, curriculum development, delivery and evaluation. However, there was no evidence that staff were involved with all subject areas or with the formal part of the curriculum approval process. Although the role of the learning resource service is acknowledged in providing access to some course related print materials, this does not extend to linking to resources or services which are available through the learning resource management system.

Appropriate learning resources and services are offered to support curriculum delivery; however, students are not directed to these through the learning resource management system. A few licensing agreements are in place allowing resources to be accessed remotely although these online resources are not publicised, nor are other available electronic resources such as the online reference library.

The learning resource management system is readily available through a web browser and has proved effective in supporting a wide range of study and attendance patterns. Services include links to a limited selection of curriculum resources. Few links are available to online reference sites, statistical databases, bibliographic reference tools or JISC resources. Although some user guides are available, their number and range could be extended to support a more inclusive range of abilities, needs and interests. The team plans to make the guides available in a variety of formats both digital and print.

Element 4 Grade Illustration: Unsatisfactory

Learning resource services are generally held in low esteem. Staff provide basic services but these fail to adequately support the quality of the student experience. The development of learning resource services is inhibited by a lack of participation in college and course planning and this is exacerbated by a lack of understanding of the value which learning resource services could have in supporting the quality of the student experience, curriculum development and evaluation.

The potential of the learning resource management system to support and extend the student experience has not been grasped. Limited learning resources and services are offered to support curriculum delivery but students are not directed to these through the learning resource management system. Licensing agreements do not permit resources to be accessed externally through the learning resource management system.

Although the learning resource management system is readily available through a web browser and is thus capable of supporting a wide range of study and attendance patterns there is no strategy in place to exploit this potential. Services include links to a limited selection of curriculum resources. Few links are available to online reference sites, statistical databases, bibliographic reference tools or JISC resources. Although some user guides are available, their number and range could be extended to support a more inclusive range of abilities, needs and interests. There are plans to make the guides available in a variety of formats both digital and print.

Element 5: Accessibility

The service supports users in accessing all available appropriate learning resources

Quality Indicator	Key prompt	Indicative source of evidence
<p>The service provides information and assistance on accessing and using all suitable learning resources</p>	<p>Instruction tools are provided for all users</p> <p>Online guides to accessing and using electronic resources available via web pages e.g. virtual tours, web-based tutorials, videos</p> <p>Induction process informed by learning resource service</p> <p>Information literacy support and training is offered to users in a variety of formats e.g. Netskills TONIC, Induction services</p>	<p>Printed guides and leaflets on the use of CD-ROMs, Internet, online databases, e-books, e-journals etc.</p> <p>User guidelines/ acceptable use policy</p> <p>User screens</p> <p>College policy documents</p> <p>Learner resource services documentation</p> <p>Induction materials</p> <p>Policies and notices about copyright, IPR, data protection etc</p> <p>Induction tour bookings</p> <p>Policy documents</p>
<p>The service is designed to maximise access to learning resources</p>	<p>Online services are delivered consistently to users regardless of location or technical context.</p> <p>Online services are provided outwith college opening hours</p> <p>Information is provided to support access to and use of collaborative services e.g. inter-college access agreements, access agreements with public services etc</p>	<p>ICT Strategy</p> <p>Joint service strategy literature</p> <p>Inter-library loan agreement support documents</p> <p>Induction materials</p>

Element 5 Grade Illustration: Very Good

The staff in the learning resource service effectively provide information and assistance on accessing and using all suitable learning resources. An extensive induction and information skills programme is available to all users and is delivered both face to face and electronically via the college VLE. This is complimented by the delivery of a successful staff development programme. Good working relationships exist between the service and curriculum staff which ensures user education is effective and appropriate. This is evidenced by the fact that access to e-resources is a feature of course evaluation by course teams and learners. A comprehensive range of guides on accessing and using electronic resources are available in a variety of formats which reflect the diversity of the user population.

In line with college policy documents, clear policies exist for acceptable use, copyright, IPR and data protection but are only available in printed format. Staff have a knowledge and understanding of these policies and their implementation. Policies on lending, opening hours and equal opportunities are understandable and readily available but only in print format. Inter-library loan arrangements are in place and publicised.

Element 5 Grade Illustration: Good

The staff in the learning resource service provide good information and assistance on accessing and using all suitable resources. An extensive induction and information skills programme is available to all users and is delivered both face to face and electronically via the college VLE. This is complimented by the delivery of a successful staff development programme. Good working relationships exist between the service and the majority of curricular areas which ensures user education is effective and appropriate to learners in those areas. The ease of access to e-resources is a feature of course evaluation. An adequate range of guides on accessing and using electronic resources are available in a variety of formats which reflect the diversity of the user population.

In line with college policy documents, clear policies exist for acceptable use, copyright, IPR and data protection but are only available in printed format. Not all staff are aware of these documents. Policies on lending, opening hours and equal opportunities are clear but only available in print format. Inter-library loan arrangements are in place and publicised.

Element 5: Accessibility

Element 5 Grade Illustration: Fair

The staff in the learning resource service provide some information and assistance on accessing and using suitable resources. The learning resource service provides an induction and an information skill programme to all new users and is delivered face to face. Little effective liaison exists between the service and curriculum staff to ensure user education and assistance is appropriate to students. A limited range of guides on accessing and using electronic resources are available, however, not in a variety of formats which reflect the diversity of the user population.

In line with college policy documents, policies exist for acceptable use, copyright, IPR and data protection and are available both electronically and in printed format. Policies on lending, opening hours and equal opportunities are also available in electronic and print format. Inter-library loan arrangements are in place but users are not aware of them.

Element 5 Grade Illustration: Unsatisfactory

The staff in the learning resource service provide some information and assistance on accessing and using suitable resources. The learning resource service provides no formal induction and information skills programme to users. Liaison between the service and curriculum staff is ineffective and consequently does not ensure relevant user education and assistance is offered to students. Although some user guides are available, the number and range do not reflect the range of abilities, needs and interests. These guides are available in a variety of formats both electronic and print.

In line with college policy documents, policies exist for acceptable use, copyright, IPR and data protection however staff are not fully aware of their contents. Policies on lending, opening hours and equal opportunities are insufficient. Inter-library loan arrangements are in place but the service is not publicised.

Learning resource service supports all learners in line with relevant legislation

Quality Indicator	Key prompt	Indicative source of evidence
<p>Services support an inclusive approach to teaching and learning</p>	<p>The service complies with SENDA (2001) DDA and RRA Amendment (2000) A policy on equality of opportunity is in place, including information on sources of support Publications in a range of languages Materials promote cultural diversity/ racial equality Service statement about inclusive provision fits with whole college policies. Inclusiveness guidelines inform collection development policies Learning and guidance materials can be available in various formats and languages e.g Gaelic Online content conforms to W3C accessibility guidelines – use of accessibility tools and validators e.g. Lift, TechDis web evaluations tools</p>	<p>Policy documents College/ service publications Induction materials Accessibility audit reports</p>
<p>Learning resource service providers are committed to make reasonable adjustments to service for learners with a range of needs and from a diversity of backgrounds</p>	<p>Service includes access to a range of assistive technology e.g. screen readers, induction loop systems, adaptive keyboards etc Additional staff support is available to learners with special needs Learning and guidance materials can be available in various formats and languages e.g. BSL, Braille Referral procedure in place Liaison with local organisations to support an inclusive approach to teaching and learning Staff are trained in equality/inclusiveness issues</p>	<p>Service literature Equipment lists Procedures manuals Training records Minutes of meetings</p>

Element 6: Inclusiveness

Element 6 Grade Illustration: Very Good

The learning resource service actively supports an inclusive approach to learning and teaching. Clear policies on equality of opportunity and access and inclusion are in place and staff are fully involved in their implementation. All staff have been trained in their responsibilities under SENDA and RRA legislation. Effective referral procedures are in place to ensure students receive the support they need. Good use is made of accessibility validators and regular monitoring is undertaken. Collection development policies are in place in line with college policies. User guides and publications are available in digital and print format in a limited range of languages identified as applicable to meet the need of the student population. Online content conforms to W3C standard.

Effective systems are in place to ensure reasonable adjustments can be made when necessary to support a range of needs. This includes access to and support in using a range of assistive technology and resources. A coherent policy is in place which promotes cultural diversity and all service materials are produced in this context.

Element 6 Grade Illustration: Good

The learning resource service actively supports an inclusive approach to learning and teaching. Policies on equality of opportunity and access and inclusion are in place and some staff are involved in their implementation. Several staff have been trained in their responsibilities under SENDA and RRA legislation. Effective referral procedures are in place to ensure students receive the support they need. Good use is made of accessibility validators and regular monitoring is undertaken. Collection development policies are in place in line with college policies. User guides and publications are available in digital and print format but only in a limited range of languages. Online content conforms to W3C standard.

Effective systems are in place to ensure reasonable adjustments can be made when necessary to support a range of needs. This includes access to a range of assistive technology and resources but inconsistent staff support is available. A coherent policy is in place which promotes cultural diversity and all service materials are produced in this context.

Element 6 Grade Illustration: Fair

The learning resource service actively supports, in principle, an inclusive approach to learning and teaching. Policies on equality of opportunity and access and inclusion are in place and some staff are involved in their implementation. Several staff have been trained in their responsibilities under SENDA and RRA legislation. Use is made of accessibility validators but no regular monitoring is undertaken. Some user guides and publications are available in print format but only in a limited range of languages. Some online content conforms to W3C standard.

Systems are in place to ensure reasonable adjustments can be made when necessary to support a range of needs. This includes access to a range of assistive technology and resources but limited staff support is available. Cultural diversity is recognised in some service materials produced but no policy is in place to ensure consistency.

Element 6 Grade Illustration: Unsatisfactory

The learning resource service does not fully support an inclusive approach to learning and teaching. Staff are aware of their responsibilities under SENDA and RRA legislation but there are no systems in place to support students with a range of needs and from a diversity of backgrounds. No use is made of accessibility validators and no monitoring is undertaken. Some user guides and publications are available in print format but only in a limited range of languages. Some online content conforms to W3C standard.

Some systems are in place to ensure reasonable adjustments can be made when necessary to support a range of needs. This includes access to a range of assistive technology and resources but limited support is available. Cultural diversity is not recognised in some service materials produced and no policy is in place to ensure consistency.

Element 7: Quality Assurance and Improvement

The extent to which the structures, systems and procedures used to assure the quality of services drive improvement

Quality indicators	Key characteristics	Indicative sources of evidence
Suitable structures, systems and procedures exist to ensure quality	Learner resource strategy Links with key institutional committees Annual reporting arrangements and feedback QA arrangements for learner resource services	Institutional quality manual Annual reports Minutes of committees (course teams, library, learning resource centre)
Performance standards are explicitly stated, comprehensive and are relevant to the quality of provision	Service standards Performance measurement Consideration of national standards (e.g. SLIC)	Service agreement Literature for clients Library charter Analysis of usage statistics
Learner resource services are effectively promoted with institutional staff	Internal marketing policy Staff development for institutional staff Institutional staff updates on provision	Policy statements Institutional staff development programme Learner resource service communications
Plans for improvement in learner resource services are appropriate and consistent with the college mission and development plan	Contribution to development planning Development objectives and targets Contribution to ICT Strategy	Library/college development plan Client satisfaction surveys

Element 7 Grade Illustration: Very Good

The learning resource service complies fully with the college's quality system. An all-inclusive annual report is published and widely distributed. It contains summaries of meetings of the learning resource service Review Committee, quality audits and client surveys which are undertaken twice in each session. However, the full results of these surveys are not widely distributed and many learning resource service users are not aware of the impact of their comments in quality audits.

The learning resource service has its own meaningful mission statement displayed in poster format within the learning centre and on all LRS publications.

An extensive range of literature is produced detailing services for all users. These are readily available in print form and online and are produced in an appropriate range of languages. The service effectively promotes itself through the organisation of high profile events and publicity campaigns, which target services to both staff and students.

The admirable learning resource service Operational Plan is derived from the College Strategic Plan and has been successful in informing the College Operational Plan. The learning resource service Operational Plan sets clear and measurable targets for the development of user facilities and services.

The learning resource service Operational Plan is linked to the College ICT Strategy and learner services such as remote access to digital resources have been fully developed to optimise ICT opportunities.

A member of the learning resource service team ably participates in the cross college SENDA working group and provides excellent updates on a regular basis to learning resource service staff on the implications of the Act. This has resulted in a good accessibility audit and a strong commitment to provide assistive technology and resources on a planned basis.

Element 7 Grade Illustration: Good

The learning resource service complies fully with the college's quality system. The good annual report is published and is widely distributed. It contains summaries of meetings of the learning resource service Review Committee, quality audits and client surveys which are undertaken twice in each session. However, the full results of these surveys are not widely distributed and many LRS users are not aware of the impact of their comments in quality audits.

The service has its own meaningful mission statement, which is displayed in poster format within the learning resource centre and appears on all LRS publications.

A wide range of literature is produced detailing services for all users. These are readily available in print form and in an appropriate range of languages but are not available online. The service effectively promotes itself through the organisation of high profile events and publicity campaigns, which target services to both staff and students.

The LRS Operational Plan is derived from the College Strategic Plan and has been relatively effective in informing the College Operational Plan. The LRS Operational Plan sets clear and measurable targets for the development of user facilities and services.

The learning resource service Operational Plan is linked to the College ICT Strategy and learner services such as remote access to digital resources have been fully developed to optimise ICT opportunities.

A member of the service team ably participates in the cross college SENDA working group and provides excellent updates on a regular basis to learning resource service staff on the implications of the Act. This has resulted in a good accessibility audit and an awareness of the need to provide assistive technology and resources on a planned basis.

Element 7: Quality Assurance and Improvement

Element 7 Grade Illustration: Fair

The LRS implements elements of the college's quality system. The annual report is published but not widely distributed. It refers to meetings of the LRS Review Committee and quality audits and client surveys, which are undertaken on an ad hoc basis; however the full results of these surveys are not widely distributed and many LRS users are not aware of the impact of their comments in quality audits.

An adequate range of literature is produced outlining the basic range of services which are available in print format but are not available online. The service promotes itself through the organisation of book displays but these are not effectively publicised.

The service Operational Plan has had a limited effect on informing the College Operational Plan. The learning resource service Operational Plan sets general targets for the development of user facilities and services.

A member of the service team ably participates in the cross college SENDA working group and sufficiently informs the LRS manager of the work of the group. An accessibility audit has taken place but as yet no plan has been developed to provide assistive technology and resources.

Element 7 Grade Illustration: Unsatisfactory

The service implements elements of the college's quality system. A review of learning resource services activities is published; these surveys are not widely distributed.

The learning resource service displays the College Mission Statement but has no defined mission of its own. Literature is produced outlining the basic range of services; these are available in print form but not on-line. The service does not undertake any publicity activities.

The learning resource service Operational Plan sets targets for general development. There are no formal links to the College Development or Strategic Plans. The College ICT plan makes no mention of the learning resource service. As a consequence the service has not prioritised appropriate training in developing ICT based learner services.

A member of the learning resource service team participates in the cross college SENDA working group and informs the LRS manager on an ad hoc basis of the work of the group. An accessibility audit has taken place but as yet no plan has been developed to provide assistive technology and resources.

Appendix One – Advisory Group Membership

David Beards, Policy Officer, SFEFC (until June 2003)

Fionnuala Cassidy, Training and Outreach Officer, JISC RSC-SW

Caroline Cochrane, Library and Learning Services Manager, Glasgow College of Building and Printing.

Brian Filling, Chair, SFEU Quality Improvement Forum and VPA Glasgow College of Building and Printing

Carole Gray, Learning Resource Service Manager, Dundee College

Craig Green, Technical Advisor to SLIC

Caroline Hastings, Policy Officer, SFEFC

Jean Henderson, Learning Centre Development Officer, SFEU

Catherine Kearney, SLIC FE Network Development Officer (until August 2003) then SLIC Assistant Director

Tom McMaster, Learning Resources Manager, Lauder College

Ian Manderson, Policy Executive, SEELLD

Catherine Nicholson, Development Director, SCURL

Eric Simpson, Head of Metro and Learning Resources, Anniesland College

Alan Watt, HMI, Scottish Executive

Appendix Two – Practitioner Workshop Members

Fionnuala Cassidy, Training and Outreach Officer, JISC RSC-SW

Caroline Cochrane, Library and Learning Services Manager, Glasgow College of Building and Printing

Kathy Christie, Learning Resources Manager, Borders College

Stephen Grant, Librarian, Reid Kerr College

Carole Gray, Learning Resource Service Manager, Dundee College

Craig Green, Technical Advisor to SLIC

Anette Guthrie, Library Manager, Dumfries and Galloway College

Linda Hartley, Librarian, West Lothian College

Jean Henderson, Learning Centre Development Officer, SFEU

Catherine Kearney, SLIC FE Network Project Officer (until August 2003) then SLIC Assistant Director

Jennifer Loudon, Learning Resource Manager, Perth College

Angie McKenzie, Learning Resource Centre Officer, Moray College

Tom McMaster Learning Resources Manager, Lauder College

Karen McNeill, College Librarian, Barony College

Ann Middlemiss, Training and Development Manager, Glasgow College of Building and Printing

Eric Simpson, Head of Metro and Learning Resources, Anniesland College

Laura Thompson, Librarian in Charge, John Wheatley College

Alan Watt, HMI, Scottish Executive

Project Title: Self-evaluative quality framework for resources and services to support the learner.

Lead College: Glasgow Colleges Group via GCBP as lead college

Main contact: Catherine Kearney, Director of Library and Learning Services

Partners:

The Partnership would consist of a cross sectoral advisory group made up of current membership of the SLIC NG FE Working Group i.e. Catherine Kearney (SLIC), David Beards (SFEFC), Fionnuala Cassidy (JISC), Carol Gray (SLIC), Ivor Lloyd (HE), Jean Henderson (SFEU), and Craig Green (Greater Easterhouse Learning Network) plus college learner services managers from GCG, John Wheatley College (Laura Thompson), Dumfries and Galloway College (Annette Guthrie), Lauder College (Tom McMaster) UHI (Rhona Mason). This would give the project pan-Scotland coverage. SLIC have offered to assist the work of the Group by contributing the services of the FE Network Project Officer for one day a week during the life of the project.

Project length: 6 months starting March 2003

Description of development activities

Funding is sought to adapt and extend the draft indicators developed by the Scottish Library and Information Council (SLIC) initiated NG FE Libraries Working Group for college self-evaluation of resources and services to support the learner. The main aim of the project is to identify good practice and outline a desirable future framework of service provision and practice to which colleges can aspire with the ultimate objective of achieving a high standard of learner satisfaction.

The self-evaluative framework will address quality improvement issues related to delivery of services and resources to support learners independent of location. The project will draw from and build on the body of work already developed for ICT services (Bootstrap) as well as previous work done with HMI, SLIC and the schools sector.

Specifically, using the current HMI framework (and with some sensitivity towards development of a new framework) the proposal will map learner services to those indicators that are most relevant for colleges in this context (currently A3 and B4 in the inspection framework) using grade indicators to develop illustrations, themes and practical examples for use by college staff. It will encourage incorporation of existing college quality practices such as course reviews, development planning etc and the embedding of learner services in the progressive development of a whole college quality culture. HMI have indicated a willingness to become involved in focus group activity related to the proposed project.

Appendix Three – Project Bid

Adaptation and extension of the SLIC indicators would entail

- Focus group activity coordinated in partnership with SLIC to map to the HMI framework and link to the ICT standards with the intention of creating high level quality indicators for learner services (It is intended that focus group activity will include participation of senior college managers with responsibility for learner services, those with a remit for quality, HMI, students and learner services managers).
- Pilot studies to test the appropriateness of the draft indicators in a range of colleges and associated learning centres
- Development of training and support material and good practice guides for colleges
- Population of a website to host material produced during project
- Identification of good practice illustrations on promoting access to resources independent of learner location.
- Sharing of good practice across the sector via SFEU coordinated events

Justification of potential value to the sector:

Value to the sector would be realised through:

- Mapping indicators to the existing body of development materials illustrating their use in a range of contexts and circumstances.
- Providing a toolkit for senior management and other college staff to use in evaluating the quality and effectiveness of resources and services to support the learner.
- Encouraging quality improvement in learner service resource provision based around universal access and collaborative working.
- Encouraging continuous improvement to service levels and increasing responsiveness to learners' needs.
- Producing a resource base containing training and good practice guides to help colleges make informed judgements about quality of provision and identifying priorities for development and quality improvement of learners services.
- Sharing effective practice across FE using existing networks.

The SLIC organised event last November on Next Generation FE Libraries attracted over 50 delegates from colleges and other organisations indicating a strong sectoral interest in development of self-evaluative service indicators. Further research on behalf of the NG Libraries Working Group has uncovered a willingness amongst service managers to work more closely with the Inspectorate to identify good practice in learner services. HMI have indicated to SLIC that they need expertise from within the sector.

Evidence of prior experience

1. Members of the consortium have previously been involved in developing quality indicators for learner resource provision including the 1997 SLIC/SFEU "Standards for Performance" and the original 1993 SLIC Standards document.
2. Currently the GCG consortium is involved in a related JISC funded project "HAIRST" which is exploring inter-institutional protocols on metadata interoperability to meet the requirements of the JISC Information Environment.
3. Glasgow Colleges Group and John Wheatley College are involved in the SFEFC part funded Next Generation Libraries Project which aims to link the resources of all ten institutions with each other and also with higher education institutions and public library services by implementing the z39.50 protocol together with associated policies on shared resources and services.
4. The main contact for the lead college has been seconded to SLIC on a part time basis since April to assist the NG FE Working Group develop the self-evaluative indicators.

Appendix Three – Project Bid

Outline timetable:

April:	project start-up and identification of staff
April – Oct:	website population
April/May:	focus group and workshop activity to map standards preparation of framework
May/June:	organisation of pilot studies in colleges
June:	workshop event for sector incorporating pilot study feedback
June – September:	development of support materials
September:	final report on project
November:	dissemination events for sector

Outline costs:

Staffing	£15,000
Administration	£1,500
Travel	£1,500
Materials and consumables	£2,000
Dissemination	£5,000

Sustainability:

SLIC have offered to contribute to the process of continuous improvement by hosting the website and assuming responsibility for updating and review of the indicators on a regular basis to ensure they remain relevant to the sector.

Principal's signature:..... Date:.....

ALF	Ayrshire Libraries Forum
ASKA (librarian)	e-mail library reference service
Assistive Technology	Technology which assists in enabling access to learning resources for people with learning difficulties
ATHENS	Authentication system controlling access to digital resources
BSL	British Sign Language
CAIRNS	Cooperative Academic Information Retrieval Network for Scotland
CILIP	Chartered Institute of Library and Information Professionals
CoSMIC	Confederation of Scottish Mini-Cooperatives
DDA	Disability Discrimination Act
ECDL	European Computer Driving License
Glasgow Colleges NG Libraries	Glasgow Colleges Next Generation Libraries Project
HAIRST	Harvesting Institutional Resources in Scotland Testbed
HERON	Commercial copyright clearance and digitisation service
HMIE	Her Majesty's Inspectorate of Education
ICT	Information and Communication Technology
IMS	(Instructional Management System) a set of metadata and interoperability specifications
Interoperability	The ability of disparate systems to exchange and use common data
IPR	Intellectual Property Rights
JISC	Joint Information Systems Committee
LOM	Learning Object Model
LRS	Learning Resource Service
LRMS	Learning Resource Management System: the extension of the library management system to manage all learning resources, remote and local

Appendix Five – Glossary

MARC 21 Metadata	Globally accepted metadata and bibliographic cataloguing standard data that describes other data
MLE	'Managed Learning Environment' – the set of technologies that integrate computerised aspects of college management systems
Portal	The single access point for related electronic resources and services
RDN	Resource Discovery Network: JISC's Information Gateway
RRA (Amendment)	Race Relations Act
RSC	JISC Regional Support Centre
RSSL	Resources and Services to Support the Learner
SENDA	Special Educational Needs and Disability Act
SESLIN	South East Scotland Library Information Network
SFEFC	Scottish Further Education Funding Council
SFEU	Scottish Further Education Unit
SLIC	Scottish Library and Information Council
TAFLIN	Tayside and Fife Library Information Network
TONIC	the Online Netskills Interactive Course
UHI	University of Highlands and Islands Millennium Institute
VLE	Virtual Learning Environment
W3C	World Wide Web Consortium (a standards body for aspects of the Internet)
WebWise	A BBC introductory Internet course
Z.39.50	The standard protocol by which library/learning resource management systems communicate with each other to enable bibliographic data exchange

Bootstrap: The ICT Self-Evaluation Toolkit
<http://www.newcurioshop.net/bootstrap/index.shtml>

College Review Handbook: Resources and Services to Support the Learner. HMI n.d.

Enabling seamless access: the case for a national information strategy for Scotland. SLIC 1999
<http://www.slainte.org.uk/slicpubs/enseamac.htm>

Information support for learning: principles and practice. SCONUL/Uke-Universities 2003
http://www.sconul.ac.uk/pubs_stats/

Joint SFEFC/SHEFC E-learning Group Final Report 2003
http://www.sfc.ac.uk/joint_info/publications/joint_e-learning_report_july_2003.pdf

Libraries in Scottish further education colleges: standards for performance and resourcing. SLIC/SLA 1999

Specification for the review of standards and quality in Further Education. SFEFC/HMIE 2001
http://www.hmie.gov.uk/about_us/inspections/documents/national_briefing_final_nov02.doc

Taking a closer look at the school library resource centre: self evaluation using performance indicators. SLIC/SCCC 1999
<http://www.slainte.org.uk/Slicpubs/schoolpis.pdf>

