

Evaluating the Impact of the New Opportunities Fund ICTL Programme For Public Libraries in Scotland

**An evaluation report for the Museums,
Libraries and Archives Council**

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Executive summary

The People's Network ICT training for public library staff was carried out between summers 2000 and 2004. Scotland's library services vary widely; as did the challenges facing management in rolling out the training programme. It was important to the success of the initiative that the services developed the training roll-out to suit their local contexts. In discussions with training providers and staff, it was clear that managers in some services had not successfully prepared their staff for the change. More attention to the management of change would have alleviated some of the difficulties encountered later. Many staff were apprehensive about the training and were initially reluctant about embracing the opportunity. In isolated cases managers did not successfully encourage and support staff to completion of the training outcomes. Some staff with well-developed ICT skills were under-challenged.

Training Plans

The training plans varied greatly but it was clear from those submitted in the early round that many had not been asked to prepare a training plan before and that failure to think through the issues and meet the foreseeable demands resulted in avoidable problems.

The training models and training providers were chosen by local authorities according to local circumstances. Staff varied in their learning styles and, thus, their preferences for models. Managers took tough decisions where necessary and changed providers and models for delivery because of issues with quality or value for money. Feedback on the ECDL materials was, in the main, good. Concerns remain as to the quality of some of the contextual and advanced training materials.

The Learning Experience

For staff the learning experience very much depended upon the suitability of the chosen training method, differentiation according to training needs and the local trainer. The quality of support also had an impact and in some cases, the staff did not share the same perception of the level and quality of support as local managers.

Whilst the process and outcomes could have been improved with more time allowed for planning and learning; more money for staff release and support; and greater tailoring to individual training needs; this is clearly a successful programme. A huge number of staff report increased confidence and competence; and the diversity of practical applications are evidence of an improved skills base.

The main features which contributed to the success of the training programme were good preparation for the management of change, sound planning, flexibility in the face of altering circumstances and locally-based training. The main barriers to success were providing sufficient time and staff

resources to allow for adequate study; and the difficulty experienced in linking the rollout of the infrastructure to the training. In the worst scenarios, delays in getting the People's Network infrastructure installed coupled with a lack of other ICT infrastructure to use for training, resulted in staff struggling to complete training and practice, and this was not good for their confidence. The ECDL accreditation was welcomed, after initial caution, but the opportunity to accredit the contextual outcomes was missed.

Wider Impact

There is considerable evidence of the transfer of ICT skills into positive library practice for the benefit of the public in libraries across Scotland. Libraries are attracting a different profile of user and services are beginning to diversify into ICT taster sessions, use of electronic services and benefit from digital communication. In many services there are good examples of partnership working with a range of agencies; that is where the value of the People's Network programme is best evidenced as an enabler and credible contributor to community enrichment.

There were other benefits with libraries leading the way for ECDL training as a standard in public service in many authorities. Services also benefited from an increase in teamworking and improved communication. The improved profile and ability of libraries to engage directly with the public have resulted in new partnerships within councils.

There is continued demand for training. This is due to raised staff, management and public expectations. Concerns remain that, without a continued training programme supported by centrally determined outcomes, skills will be lost or vary greatly from service to service leading to an inequity of support for the public.

The completion of the training should not be confused with embedding the use of ICT infrastructure and resources in Scotland's libraries. The variable use of the nationally-procured electronic resources has shown that much work still remains to change mind-sets and seamlessly integrate electronic services alongside traditional provision. In conclusion this has been a successful programme, with the exit strategy clearly in the hands of local authorities. Staff, management and public expectations of the ICT skills base in the library have been raised. It would be disappointing to see a gradual decline in skills which will be lost without refresher training, training in previously unspecified outcomes or training for new ICT applications. Worse still would be great variation from service to service leading to an inequity of support for the public.

Key findings

Training Plans

1. The development of a qualification for the ICTL contextual and advanced outcomes could have provided library staff with accreditation for their learning. This, in turn, could have been linked to the developing professional and other credit and qualifications frameworks. The level of specificity required in accreditation would have been helpful when developing training and acted as a measure of completion.
2. Only some library services had experience of writing training plans and guidance on the structure and content of training plans from the strategic agencies would have improved the quality of the plans, which was clearly demonstrated by the success of the Round 3 plans.
3. The training would have benefited from more dedicated posts to both manage the process and support the staff. A more regular assessment of progress and encouragement to work to certification could have been improved with an increase in staff capacity. Staff might also have benefited from closer tracking and more support. For large authorities, the administrative workload meant that more than one post would have improved the process.
4. Greater emphasis on preparing staff for the change process would have reduced staff concerns and accelerated the embedding of ICT in every day library work.

The Learning Experience

5. In the exit questionnaire, 92% of respondents either strongly agreed or agreed that it was a good idea to have ECDL certification as a result of this training.
6. In some authorities, delays to the implementation of the training plans meant that the training was carried out on different platforms to that subsequently available on library ICT infrastructure.
7. Dedicated time for staff training and consolidation of learning would have made a significant impact on staff perception of the programme. Solutions developed by local authorities included the provision of laptops for home-based learning, cover to allow staff to concentrate on CD ROM-based learning and using non-public contact time for self-paced learning.
8. Flexibility to take account of preferred learning styles made a difference to the success of the training. The impact of tailoring training became particularly clear in the case studies.
9. 93% of respondents in the exit questionnaire either agreed or strongly agreed that the materials used in their training were of high quality.
10. Careful assessment of individual progress and readiness for EDCL testing had an effect on staff morale and staff perception of the testing process.
11. More effort to matching the roll-out of the training to the roll-out of the infrastructure would have helped staff recognise the relevance of their training to the demands of workplace and given them more opportunity to practice their learning.

12. The factors which had the most significant impact on success were careful planning; a flexible approach to the original training plan to allow for experience, service change and external factors; and using locally based trainers.
13. The growth in the number and variety of commonly-used peripherals, such as scanners, put pressure on library services to address these training needs through in house training.

Wider Impact

14. A number of local authorities chose to work with Council IT trainers or training units, local training companies or develop their own content using their own staff expertise, often cascading from external training courses. This had the benefit of building good relationships with trainers, embedding a culture of staff development and raising expectations of continuing cascade training.
15. 91% of respondents in the exit questionnaire either strongly agreed or agreed that, as a result of the training they felt more confident about knowing when, when not and how to use ICT in library work.
16. Library services enjoyed a leadership role in many authorities when, as a direct result of the impact and success of the People's Network training, the ECDL was adopted as a Council-wide standard. Many Scottish authorities have now introduced ECDL training across all Council departments.
17. As a direct result of ICTL training combined with the infrastructure, more users are attracted to and benefiting from library services. There is evidence that the public are using libraries to develop their ICT skills. Whilst email and the interaction which it facilitates is the most popular application, it is clear that libraries are used for wider skills development, information and communication.
18. Prior to the ICTL training, many of the library services did not bring their staff together for training. Not only did staff grow in confidence and ICT competence but, as they came together for training, communication and teamworking also improved.
19. Library services, whose staff shared training sessions with nearby services, found an increased willingness to introduce change.
20. Some library services found an increase in the sharing of best practice across their service and some staff have become "experts" and points of reference for their colleagues.
21. The library services on Scotland's tourist routes have a great advantage in providing a facility to respond to local and visitor needs, with capacity becoming an issue in some areas.

"Member of staff was a saint when dealing with an elderly lady on the internet.¹"

¹ Member of the public

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Introduction:

On 24th April 1997, the first meeting of the People's Network working group was held. In the early discussions, it became clear that there were three key areas of interest which needed to be addressed if the UK public library service was to be transformed into a service capable of delivering modern information services in the twenty-first century. The first was customer's needs, the second was content and the third was training. The working group described it as "re-skilling the library workforce for the new age".

Vision:

*New Library: The People's Network*² was published by the Library and Information Commission on behalf of the Department of Culture Media and Sport in 1997. The report's vision of the public library service has been a major catalyst for the transformation of services over the past seven years. The vision was of libraries as "a key agent in enabling people of all ages to prosper in the information society – helping them acquire new skills for employment, use information creatively, and improve the quality of their lives." And librarians were seen as needing re-skilled and re-equipped so that they could continue in their widely valued role as "intermediary, guide, interpreter and referral point."

Evaluating the Impact of the New Opportunities Fund ICTL Programme For Public Libraries in Scotland was commissioned from the Scottish Library and Information Council by the New Opportunities Fund (Now the Big Lottery Fund) and the Museums, Libraries and Archives Council.

The Scottish Library and Information Council (SLIC) were involved in *New Library: The People's Network; Building the New Library Network*³; and the central support for training, content and infrastructure relating to the Project in Scotland. SLIC were invited to carry out a separate evaluation of the ICT training programme for public library staff (ICTL) programme delivery in Scotland.

² *New Library: The People's Network*. Library and Information Commission, 1997.

³ *Building the New Library Network*. The Library and Information Commission, 1998.

Remit

This evaluation process should

- Satisfy NOF and any other agency concerning the overall impact of training provision on the delivery of services
- Provide details about good practice and innovation in training for the sector
- Provide information for the future development of services

Methodology

Evidence was gathered from a number of sources and these are detailed in Appendix 1.

1. Literature and documentation review
2. Review of statistical evidence
3. Exit questionnaire circulated to a selection of staff (Appendix 2)
4. Discussions with Scottish training providers (Framework for discussions with Scottish training providers Appendix 3)
5. Discussions with operational managers (Framework for discussions with operational managers Appendix 4)
6. Case studies gathered on visits to 6 local authorities (Appendix 5 Framework for discussions with staff)
7. Observation of impact on practice (Framework for discussions with groups of users Appendix 6).

New Library: The People's Network

"It has changed my life."⁴

Original proposals

Drawing on the examples of other training initiatives such as the Joint Information Systems Committee's eLib (Electronic Libraries) programme, the People's Network recognised that significant and long-term ICT training had already been carried out in some public sectors. A systematic programme of ICT training would be required to secure the success of the People's Network vision. It was anticipated that this would take a 5 year period.

The educational outcomes⁵ were:

- that all 27,000 public library staff in the UK would need to be trained in the concepts of the UK People's Network and its likely impact upon each of their specific roles;
- all staff understand the magnitude of the change programme upon which they are embarking;
- all staff acquire new ICT skills that meet the People's Network competence levels, and can apply these skills to all relevant aspects of their work;
- all staff are formally assessed on these skills as part of their learning programme, and have an up-to-date record of their achievement.

The key issues⁶ were originally identified as:

- how such training is to be accomplished, on a large scale and over a short time-period;
- the extent to which existing training courses, resources and packages are useful;
- the design and production of new generic materials and courses;
- the capacity of local training agencies to tailor generic resources and develop resources of their own.

It is clearly noted that flexibility in implementation is important and that a range of training approaches including formal classroom delivery and flexible and distance learning, must be used to allow for regional variation and context; to meet the needs of maintaining operational services; and to suit the individual learning styles of library staff.

The original report envisaged the creation of a UK Public Library Networking Agency to be responsible for the co-ordination and articulation of training needs, specification of competencies, commissioning of training; the

⁴ Member of the public

⁵ New Library: The People's Network. Library and Information Commission, 1997: 36

⁶ New Library: The People's Network. Library and Information Commission, 1997: 43

allocation of a local training incentive fund to facilitate local training and regional training; and development of an S/NVQ competency-based approach, on which to build a framework. It was estimated that each member of staff would require 5 days formal training in the first 2 years of training, followed by 3 in Year 3 and reducing to 1.5 thereafter.

The training was calculated as a 5 year investment of £15million, plus £11.5 million for regional co-operation, with dedicated staff release cover of 50% costs.

New Library: The People's Network explored the needs of the public in the context of the introduction of ICT and identified the following:

- Basic computer skills
- Advanced services
- Interpersonal communication skills.

In addition to identifying the need to train public library staff to ensure they were ready to meet the challenges of their new role of supporting the public to understand and exploit the potential of ICT in daily life, *New Library: The People's Network* also referred to the five new roles quoted in a European Commission Report *Public Libraries and the Information Society*⁷:

- Net navigator
- IT Gatekeeper
- Information consultant
- Information manager
- The educator

The future of the librarian was "to enable and facilitate." "The overall purpose of the job will be essentially the same, but the skills needed will be different."⁸

"The Internet is popular and busy. It's booked solid. I've used my NOF training in helping people doing word processing and using the Internet. People are really appreciative of staff help."⁹

"We use our NOF training every day."¹⁰

⁷ Thorhauge, Jens, Larsen, Gitte, Thun, Hans-Peter, and Albrechtsen, Hanne (1997), *Public Libraries and the Information Society: Study on behalf of the European Commission DG-XIII/E/4 Prolib/PLIS 10340*. Draft final report. Luxembourg: European Commission.

⁸ *New Library: The People's Network*. Library and Information Commission, 1997: 23

⁹ Staff member

¹⁰ Staff member

Building the New Library Network

Original proposals

The Training Task Group invited the British Educational Communications and Technology agency (BECTa) to carry out a needs analysis. The key findings were:

- Managers of all kinds have typically had significantly more exposure to information and communications technology than front-line workers.
- The training priorities for front-line workers include basic ICT skills, navigation of the Internet, and equipment troubleshooting.
- Middle managers' needs relate well to five roles outlined in *New Library; The People's Network*:
 - *net navigator*;
 - *IT gatekeeper*;
 - *information consultant*;
 - *information manager*;
 - *educator*
- The two most popular methods of training across all groups were:
 - a short course with continuing online support in the workplace;
 - in-house training courses.
- Training routes should be flexible, and should give individuals the opportunity to obtain qualifications.
- Time, funding, attitudes to information and communication technology, and limited technology infrastructure emerged as possible barriers to training.
- Even at this stage, the group noted concerns about difficulties of training part-time staff and staff who work in single-service points.¹¹

The BECTa research found that strategic managers, middle managers and training co-ordinators had high levels of ICT awareness, with 93 per cent having access to computers at work. Eighty-six percent of front line staff also had access to computers at work but used a far smaller range of applications. Their use related to the library management system; they did not have the basic skills such as ability to navigate the Internet to allow them to fulfil the role envisaged for them.

BECTa held meetings in each of the four home countries and the Scottish meeting held at COSLA on 16th June 1998 identified the need for a Scottish agency to be given the task of managing funding and validating training. The Scottish Library and Information Council has managed and supported the process in Scotland as a direct result. This meeting also called for strategic plans from each local authority for training and infrastructure; and noted the

¹¹ Building the New Library Network. The Library and Information Commission, 1998: 62

challenges of training staff from rural areas, single-staffed branches and the additional costs likely to be incurred.¹²

Building the New Library Network set out the case for an accredited award and identified the European Computer Driving Licence (ECDL), which was established in 1997, as the foundation on which to measure the basic level of competence. The ECDL covered the key concepts of practical computing applications likely to be generally used in society:

- basic concepts of information technology;
- using the computer and managing files;
- word processing;
- spreadsheets;
- databases and filing systems;
- presentation and drawing;
- information network services.¹³

However, the Report acknowledged that whilst the ECDL offered an independently-valued *industry standard*, it did not specifically meet the industry needs through public library applications. The Report went on to specify what became known as contextual, supplementary or outcomes 2-8, henceforth referred to as contextual outcomes. The contextual outcomes were included knowledge and understanding of:

- supporting learning;
- providing access to information;
- supporting reader development;
- and providing assisted access to remotely delivered public services¹⁴.

It is interesting to note that the Report concluded that it would not be appropriate for the NOF or its agents to be too prescriptive about the content of the advanced training.

“Before the training I would avoid using the PC whenever possible.
However since the training I am more confident and have
bought a home PC on which I access the Internet
and produce a newsletter for a local club.¹⁵”

¹² Building the New Library Network. The Library and Information Commission, 1998: 240

¹³ Building the New Library Network. The Library and Information Commission, 1998: 86

¹⁴ Building the New Library Network. The Library and Information Commission, 1998: 91

¹⁵ Staff member

The New Opportunities Fund ICTL Programme

The New Opportunities Fund (NOF) was established in 1999, as one of five bodies distributing funding from the proceeds of the National Lottery to good causes. NOF was charged with the task of using "its resources to achieve the goal of providing all public library staff with the skills and abilities they need to operate effectively in the new, networked public library service."¹⁶ NOF based their ICTL (Information and Communication Technology for Librarians) programme on the recommendations of *Building the New Library Network*.

The ICT Training for Teachers and School Librarians programme was rolling out at the same time and had invited training providers to come forward with plans for their delivery to meet the expected outcomes of that strand. These proposals were scrutinised and a number of Approved Training Providers were identified. The Approved Training Providers were then able to approach local authorities and offer training, with the decision resting at local level. The process was overseen by Her Majesty's Inspectorate of Education (HMIe), who quality-assured the training. This included inspecting the Approved Training Providers.

Local authorities were invited to use the Approved Training Providers from the Teachers and School Librarians programme or to make a case through their training plan for using alternative providers. The strategic agencies¹⁷ for the home countries were given the role of supporting and monitoring the ICTL programme, different from the role envisaged in *New Library: The People's Network* of a Public Library Network Agency or the quality assurance role of HMIe. SLIC secured the role of evaluating the Scottish training.

Training Plans

Scottish local authorities had access to considerable SLIC support throughout the roll-out of the People's Network, across all three strands. SLIC acted as a focus for discussions, offered assistance to individual authorities, worked closely with NOF and co-ordinated activity and information sharing.

Linking back to the recommendations of *Building the New Library Network*, NOF developed guidance for local authorities, who were invited to submit an outline LIB 1 in January 1999 setting out their application and staff profile. NOF guidance laid out the range of educational outcomes for library staff. The Expected Outcomes 1-8 comprised of Outcome 1, which was essentially the ECDL and Outcomes 2-8, some of which were clearly contextual outcomes, such as Supporting Reader Development, and others which blended the ECDL skills with library practice, such as using ICT for to support continuing professional development. In addition, the Advanced outcomes of the five new roles were expressed: net navigator, educator, information manager, IT

¹⁶ Building the New Library Network. The Library and Information Commission, 1998: 60

¹⁷ The Library and Information Commission (and successor bodies MLAC, Resource and MLA), the Scottish Library and Information Council, LISC NI, LISC Wales and CyMAL.

gatekeeper and information consultant. All staff were funded to receive training to meet Expected Outcomes 1-8 and library services were asked to identify which staff it would be appropriate to be trained in the Advanced outcomes. There was limited detail contained in the guidance on Expected Outcomes and Advanced Outcomes; and it is important to understand that only the ECDL was accredited.

The LIB 2 was the second step, in which local authorities were invited to set out their Training Plan and Budget Scheme. The intention was to allow local solutions to local problems. Local authorities were asked to apply to one of three deadlines (April 2000, September 2000 or April 2001) and the programme aimed for completion by April 2004. Funding of £20million was allocated, including £2.2million for Scotland, working out at £400 per capita core funding plus £45 supplementary funding. A Special Fund of £1000 was also made available for local purposes. The strategic agencies successfully secured funding on a per capita basis, a vital agreement given the significant numbers of job-share and part-time posts.

Training plans were to cover:

- Analysis of need;
- Information on how the training outcomes are to meet the identified need;
- How many staff are expected to receive training during each year of programme - funding is based on per capita staff and justification for training less staff will need to be made;
- How the best use of NOF funding to complement other resources will be ensured;
- How the progress of the training plan will be monitored and reviewed
- How ICT training for staff will be developed and sustained beyond the life of the NOF programme¹⁸.

Budget Schedules were to cover:

- Timescales for the draw down of the funding entitlement, including annual breakdown;
- What the funding will be spent on under core, supplementary and special fund elements
- Details of other funding to support ICT training of staff

The importance of the training plan could not be over-estimated. NOF and the strategic agencies gave library services the opportunities to determine their own pathway to the successful implementation of the People's Network, appropriate for their staff and local needs. NOF and the strategic agencies determined the key elements for compliance and funding but management of change, quality of training and support for staff was the responsibility of local managers.

¹⁸ Shetty, Jaya. ICT Training for Public Library Staff. PowerPoint presentation, 2000.

“As one of the early participants I had no PC at work for practice and no recognised opportunity to study in work time. We found support from fellow students alone. My line manager showed little interest in my progress. The situation was greatly improved for later students by installation of PCs, appointment of mentors and study time where possible.

It might be argued that, as a senior member of staff, I should be prepared to complete all study in my own time. However I would suggest that the degree of change to working practices being faced as a result of ICT meant that my employers had a responsibility to ensure I was appropriately supported.¹⁹”

The assessment of the applications commenced with a desk based exercise. This checked the receipt of necessary application materials, the financial accuracy of the application, the appropriate use of funding, matched funding details and variations from LIB1 form.

Each strategic agency was invited to establish an expert panel comprising of librarians, training specialists and representatives of NOF to consider the bids. This allowed for local circumstances to be taken on board and was especially important when reviewing the appropriateness of smaller, local training providers. The panels were asked to consider the proposals and make decisions – Agreement in Full, Agreement Subject to Additional Clarification or Rejected.

SLIC had been working through the Heads of Public Library Services but once the process was agreed, the need to advise individual local authorities on issues surrounding the development of robust and practical plans was clear.

The following were identified as important for inclusion in the training plan:

- details of the size and nature of the service;
- details of the current levels of ICT expertise;
- proposals linked to consortia working;
- any regional variations in costs;
- analysis of need in relation to *Expected Outcomes*;
- information on how the *Expected Outcomes* will be met;
- details of numbers of staff and types of training per year;
- details of complementary funding;
- monitor and review mechanisms;
- sustainability plans;
- budget profiles²⁰.

Nineteen submissions were received from Scottish local authorities in the first round in April 2000. The decisions were based on criteria.

¹⁹ Senior staff member

²⁰ Arthur, Rhona. ICT Training. PowerPoint presentation. 2000.

Agreement in Full features included:

- must have evidence of sufficient TNA;
- method of delivery must be suitable for nature of service and known training needs;
- trainers must be accredited;
- numbers and types of staff in both expected and advanced outcomes shown clearly;
- appropriate phasing;
- recognised good practice in training;
- training plan recognising complementary service development and resources; and
- monitoring and sustainability.

Agreement Subject to Additional Clarification features included:

- insufficiently detailed;
- not been properly considered;
- inappropriate given the size and nature of the service;
- did not represent agreed best practice; and
- not complemented by other plans and resources.

Rejected plans had features which included:

- insufficient information for assessment to be properly made;
- proper analysis of needs not undertaken;
- delivery plan ill-conceived; or
- proposed training provider was not accredited²¹.

In Round 1 the Scottish Expert Panel considered 19 applications:

- 4 plans were agreed in full, with 3 being exemplar plans;
- 11 plans were agreed subject to additional clarification; and
- 4 plans were rejected, some on the desk-based assessment.

Although the training could start as soon as the plan was approved, compliance with local authority tendering processes and local re-structuring caused delays in some places.²² NOF intended to release funding in annual processes each September but operational issues caused delays. Local authorities were able to carry over 10% of under spend between financial years, and budget and training targets were revised to take account of this. All 11 plans which required clarification were passed before the commencement of Round 2.

Notes prepared by SLIC for the Home Countries Meeting in June 2000 notes that most authorities agreed with the decisions made and have since made substantial improvements.

The common faults included:

²¹ Arthur, Rhona. ICT Training. PowerPoint presentation. 2000.

²² See Case Studies

- insufficient evidence of training needs analysis;
- method of delivery unsuitable for nature of service and known training needs;
- accredited trainers still to identified as part of tender process;
- numbers and types of staff in both expected and advanced outcomes were not shown;
- inappropriate phasing;
- not complemented by other plans and resources;
- ECDL seen as delivering all the Expected Outcomes;
- educator number too low for training model (cascade methods) or sustainability; and
- failure to specify core/supplementary funding.

The concerns were problems with identifying training providers accredited to supply the contextual outcomes or, if provided in-house using cascade methods, then the need for a mechanism to ensure quality; the need for information to support authorities developing training plans and rolling out the training; and a UK-agreed checklist for review prior to submission of plans to be put on websites. The three Scottish exemplar plans (East Lothian, Edinburgh and Highland) were made available on SLIC's website.

In Round 2, which took place in September 2000, the Scottish Expert Panel considered 8 applications:

- 4 plans were resubmitted from Round 1
- 2 plans were agreed in full - 1 was an exemplar plan and 1 was referred from the first round;
- 5 plans were agreed subject to additional clarification; and
- 1 plan was rejected.

SLIC was concerned about the development of robust and deliverable training plans by the remaining Scottish authorities; at that point there was no mechanism to secure funding in the event of the rejection by a Scottish Expert Panel of a Round 3 plan. A meeting was planned including presentations on process and guidance on developing a training plan. All the local authorities still to submit training plans attended the seminar.

In Round 3, which took place in April 2001, the Scottish Expert Panel considered 8 applications:

- 9 plans were agreed in full;
- 1 plan was resubmitted from Round 2 and this plan was finally agreed following the submission of additional clarification.

The training plans varied greatly in their quality and coverage. It was clear from those plans submitted in the early round that many managers had not been asked to prepare this type of training plan before and the scale of the programme was quite daunting. Many drew on experiences of rolling out their library management system training for best practice. The training models and training providers were chosen by local authorities according to local

circumstances, and these were accepted, in the main, by the Expert Panel. There were a variety of models selected and those models which were most liked by staff, where those which included a choice to suit individual learning styles and included individual tailoring.

The Learning Experience

For staff, the quality of the learning experience depended upon the suitability of the chosen training method, differentiation according to training needs and the local trainer. The quality of support also had an impact and in some cases, the staff did not share the same perception of the level and quality of support as local managers.

Key features which contributed to the successful delivery of the training programme were good change management, sound planning, flexibility in the face of altering circumstances and the quality of locally-based training. The main challenges faced by managers were the sheer logistics of the programme: providing sufficient time and staff resources to allow for adequate study; and the difficulty experienced in linking the rollout of the infrastructure to the training. The ECDL accreditation caused initial concerns but staff recognised the advantage of the transferable nature of the qualification. A few libraries reported losing staff to other council departments of the completion of ECDL training.

NOF established clear processes for monitoring the roll-out of the programme, with local authorities required to submit monitoring details each June for the previous year. The Fund also carried out direct financial and training output qualitative monitoring on sample basis. The strategic agencies received feedback on progress through the annual monitoring returns. The returns for individual authorities were closely reviewed and year-on-year data was compared across all the training strands to monitor progress and provide financial scrutiny. The annual monitoring returns also provided invaluable feedback from managers, staff and the public about their views on progress. NOF worked with the strategic agencies to support authorities and encourage progress across all groups of staff through the programme. The annual monitoring returns showed that progress was slower than expected. The reasons for this were principally a result of re-structuring, industrial action, contractual delays and delays caused by the tender process which prevented the training from rolling out according to the timescales set down in the plan in some authorities.

“Thank goodness the library has caught up with the 21st century.”²³

²³ Member of the public

Training into Practice

SLIC held 3 seminars to discuss practical issues about the roll-out of the training and to share best practice in October 2001, March 2002 and October 2002²⁴. Local authorities were invited to share best practice. SLIC also supported an ICT Training Providers' Day which was held in London and aimed UK-wide. This allowed a sharing of understanding between NOF, the strategic agencies and the providers.

"Staff are mixed in terms of ability and speed of progress. Flexibility is crucial in terms of confidence building and allowing staff to study at their own pace. We have found that those staff members who have passed their ECDL or undertaken advanced training have been very supportive of colleagues who may be experiencing some difficulty."²⁵

Dumfries and Galloway: The Dumfries and Galloway training plan had been reviewed and changed in the light of practical implementation. Following the Training Needs Analysis, the ICT training was to have been delivered by the in-house team, bringing staff into Dumfries for training sessions. Dumfries has a well-equipped Cyber Centre, which holds ECDL test centre status, and MOUS (the Microsoft specialist training) approval status. Some money was allocated to provide Institute of IT certificate training in Coventry for key members of staff. An additional post was created with the supplementary funding for an IT Officer to deliver the training. Following the outbreak of Foot and Mouth Disease, which had restricted staff travel, all this was reviewed. The Head of Service was part of the Emergency Planning operation so that also had an impact on leadership and management. There was a knock-on negative impact on motivation. The decision was taken to move the training out to the branches. Staff were encouraged to take responsibility for their own learning, either managing their library time or inviting the IT Officer to support them at a convenient time or going into Dumfries for training. A pool of staff was made available for cover, paid for from the Special Fund. Library staff were encouraged to keep a diary of their formal ICT learning, with the IT Officer or on the CD ROM and their experiential learning. Stranraer Library was awarded ECDL test status. There was a negative reaction to compulsory ECDL testing so this was abandoned, however as staff gained in confidence they became anxious to have a certificate following their hard work. Dumfries and Galloway fast-tracked some learning and created a "buddy" system and coaching and mentoring skills were included as part of the training.

Dundee: The Dundee plan was to use the two local colleges to deliver ECDL, feeling that learning was better in the college environment and not all libraries had access to hardware. After each training session evaluation sheets

²⁴ <http://www.slainte.org.uk/Peopnetw/peopnetwtraining.htm>

²⁵ Library manager

were circulated and account was taken of feedback, copying out responses to staff so that they were fully aware of the on-going position. The training was very well received by staff, with most rating it as good or excellent and a high percentage recognising the value. A number of staff was identified for fast-track training to act as mentors. The first 37 staff were presented with their ECDL certificates in a ceremony at the City Chambers and their achievement was widely publicised in Council papers and the professional press. The time for practice posed problems as there were no computers for staff-only use but the Council had other centres where staff could go to practice. The pace of the 10 week course was considered to be too fast but staff were more comfortable with the alternative 15 week course. The comparison of scores in ECDL testing was discouraged from the outset as it led to a negative, competitive environment. Dundee took a bold decision to guarantee practice time and take staff away from the counter. A central pool of 15 staff was used for cover. Staff were paired with a mentor from year 1 and staff have been keen to act as mentors.

East Renfrewshire: The staff in East Renfrewshire started out with a reasonable level of existing ICT skills. The original CD ROM package had a heavy time commitment, around 150 hours to complete. Presentations were given to the staff by SLIC and NOF so that staff could see the training in its context. The authority was focused on providing the training with value for money firmly in mind, and so reviewed the training in the light of growing concerns. Other CD ROMs offered a fast-track option for higher skilled staff, preventing demotivation and stretching their learning. The training provider caused concerns both in terms of the quality of the training and in their communication with the authority. Following discussion with SLIC and NOF, East Renfrewshire decided that the lack of differentiation to take account of their prior learning was critical and that a "one-size fits all" approach was not good enough. The training provider was changed. The early experience was demotivating for all concerned but the situation has improved with the appointment of new providers. Staff received additional support and the Special Fund was used for this. Senior staff helped to develop the content of the contextual and advanced outcomes. Another motivating factor was access to a fund to train community councillors and members of the local community groups, which has provided some money for staff overtime to carry out the training²⁶.

Falkirk: Falkirk selected their existing Council ICT trainers for their ICT training and a specialist trainer for the contextual/advanced outcomes. The original contextual training was reduced from 3 to 2 days at Falkirk's request. Falkirk decided not to put all staff through the ECDL but supported staff wishing to complete the process following year 3. Falkirk preferred the face-to-face formal delivery and felt that staff gained from mutual support. The NOF award coincided with the closure of the council training suite so

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<http://www.slainte.org.uk/Peopnetw/Peopnetwpubs/Training/trainingfortrainers/coburnj.pdf>

innovative solutions had to be found. A meeting room in the library HQ was turned into a computer suite with 10 computers with a 2MB connection to the council intranet. Staff received pre-ECDL training where necessary. Cover was provided. The training and practice commitment was heavy on staff time and other training, such as customer care courses, were still run in parallel. 100% of staff felt that they had benefited from the training and staff perceptions were very good.

Fife: As the People's Network rolled out, the training became more relevant and staff participation in discussions about training increased. There was a growth in ownership of the process. All 275 staff were trained which caused logistical problems, for example, booking a training room, freeing up staff etc. Relief, mobile and Saturday staff were trained at courses held on Saturdays. The Educator, Net Navigator and Information Consultant training was organised for Community Librarians and Library Supervisors. Staff found these to be very intensive days. Motivation was kept up by sending out a newsletter regularly to staff to keep them informed about infrastructure rollout and training. The advanced materials were of a high quality and this was a crucial factor.

"Staff in Fife reported with pleasure that they had been able to assist a group of young seasonal agricultural workers from Poland to access email and internet facilities to establish links with home.²⁷"

Glasgow: Glasgow initially offered 3 levels of training - bronze, silver and gold, but this was amended to 2 stages, comprising of ECDL and Advanced Outcomes. Basic ICT prerequisites were used to identify when staff were ready to participate in the first stage of generic ICT training. The second stage covered basic training. Selected staff completed training in the advanced roles. The portfolio of evidence completed by the individual was seen as crucial for the individual, the authority and the monitoring process. Glasgow had a good relationship with their training provider and held regular meetings to discuss the training and deal with any minor problems at an early stage. The staff were enthusiastic about the training and their support was pivotal in addressing the impact of holidays or sickness on scheduling. An additional member of staff supported the administration of the NOF process.

North Lanarkshire: North Lanarkshire commenced by training the Advanced Training learners first so that they would provide a support/mentor network. North Lanarkshire had a number of ECDL and SQA approved test centres. Although the basic training was carried out at either of the two local colleges there was a flexible approach to the training. Some staff were fast-tracked, others adopted a slower pace and some staff opted to attend night school or complete the CD ROM training. The training was mainly carried out in 4 hour blocks and practice time was available within the working day. Short term

²⁷ Library manager

loans of laptops helped to facilitate practice and an Open Learning Officer was appointed to support staff going through the ECDL.

Practical applications

- Assisting local 50+ group with learning
- Booking system for People's Network
- Creating displays and publicity
- Developing a local information database for Scottish Parliament
- Delivering a PowerPoint presentation on People's network for publicity purposes
- Drawing up rotas, spreadsheets, email for internal activities
- Making a database of housebound readers
- Setting up email accounts and putting families in touch
- Training session with the public – internet, email, and 'meet the mouse' sessions
- Marking web links for kids
- Managing newspaper/journal accounts
- Creating posters and using clip art to illustrate them
- Using the web to find genealogical information for users
- Using the maps on the National Library of Scotland website
- Using sites with webcams
- Using sites with online booking to combat rural disadvantage
- Using Ask a Librarian
- Creating labels for reading groups
- Using mail merge functions
- Creating forms
- Production of monthly reports, minutes, letters etc
- Using greetings card services
- Finding words to a poem
- Searching and finding information using the Internet
- Preparing booklists, posters, spreadsheets, press releases
- Designing web sites
- Helping housebound users access computer facilities
- Use of web for stock selection and reader development

"This course has been a tremendous help to me. As a single parent with two young school children the need for "IT" training is an essential part of life now. Thanks to the trainer's patience and teaching skills I now feel ready to tackle this new technology. She has been a great help and very approachable.²⁸"

²⁸ Staff member

Issues and concern

These were collected at the SLIC seminars and other meetings.

Training Plans

1. NOF was clear from the outset that the value and sustainability rested in the accreditation of the ICT training, however, the contextual and advanced outcomes were not accredited and this represented a significant weakness. This weakness is evidenced in the variation of the content and quality of the contextual and advanced outcomes, due to local interpretation of the outline training outcomes. This made specifying training more difficult.
2. Library services sought guidance on the writing and coverage of training plans. NOF and the strategic agencies did not want to be prescriptive about the training plans, concerned that local issues might not be taken into account.
3. There were a variety of views about the adoption of ECDL as an *industry standard*. Some local authorities felt
 - it was inappropriate to ask staff to undergo testing
 - ECDL was ICT "overkill" compared to the outcomes and foreseeable staff use
 - it was too expensive
 - it was introducing an inappropriate competitive element in the workplace.
4. Only three Approved Training Providers were delivering training in Scotland which limited choice. Library services had little experience of specifying whole-staff training programmes to new, potential providers.
5. Some authorities reported concerns about staff capacity to manage the roll-out of the training. Those authorities who established dedicated posts to manage the training roll-out benefited from their investment through improved communication and better staff perception of support.
6. Industrial action, contractual delays and delays caused by the tender process prevented the training from rolling out to plan in some authorities.

The Learning Experience

7. SLIC was concerned that not all staff received the entire range of training. Whilst the ECDL off-the-shelf package was readily available, there was a limited range of contextual training in Scotland. SLIC addressed concerns about meeting the advanced outcomes by ensuring training courses were made centrally available so that authorities wishing to train very small numbers could do so easily. SLIC also developed a checklist for authorities to use when verifying content coverage was acceptable.²⁹
8. General concern was expressed about the lack of time for practice, and the difficulties and costs of releasing staff for training.
9. Identifying and meeting individual training needs was highlighted as an area of weakness in some instances. Some training providers carried out

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<http://www.slainte.org.uk/Peopnetw/Peopnetwpubs/Training/NoFictsuptrain/Sliccheckout28.pdf>

- training needs analyses and failed to group staff according to ability or differentiate training, using “*one-size fits all*” programmes of learning.
10. The time taken to complete training varied and was slower than originally anticipated in staff training plans.
 11. Library service found matching training to the rollout of the infrastructure difficult, especially in authorities where the procurement of infrastructure was subject to a tender process, resulting in substantial delays. This had an impact on staff confidence.
 12. The ECDL did not cover all the aspects of ICT training which some library services saw as important, for example digital cameras.

Wider Impact

13. Staff had concerns about the impact on the training on their job descriptions and some problems arose because of a lack of clarity at a local level about their role.
14. Staff were worried about high expectations by management and the public about their new skills. Many lacked the confidence to use computers and found it difficult to visual themselves as ICT experts.
15. Despite library staff having the appropriate skill set, corporate network protocols inhibited meeting public needs, in some cases. For example locked down desktops prevented the changing of print size for visually impaired users.

“Finding a suitable trainer to train in the supplementary outcomes has not been easy.”³⁰

“3 hours paid overtime was allowed each week in which to study. . a lot of extra work had to be done in my own time to complete the ECDL.”³¹

“I feel that the ‘blanket’ approach to giving everyone training in ECDL regardless of previous knowledge was inappropriate.”³²

“It has become clear that there is no one answer and no one pace. An understanding of individual learning needs and a choice of delivery styles is essential.”³³

“I can now see the relevance of the ICT training to my library work.”³⁴

“I could now do with training in using scanners and downloading pictures from digital cameras, as these are things that people are asking for help with on a regular basis.”³⁵

³⁰ Library manager

³¹ Member of staff

³² Member of staff

³³ Member of staff

³⁴ Member of staff

³⁵ Member of staff

Findings of a national "exit" questionnaire

The Scottish Library and Information Council circulated a questionnaire in May /June 2004 to gauge the opinion of a wide variety of staff about their ICT training³⁶.

There were 558 responses from all 32 authorities. In the accompanying 35 pages of comments, explanations and testimonies, 87 references were made to increased confidence.

1. I have/will soon have completed a range of ICT training as part of the People's Network, e.g. European Computer Driving License training, and ICT in the library training like reader development and supporting the learning.

95.16% of respondents either strongly agreed or agreed.

1.79% of respondents either disagreed or strongly disagreed.

3.05% of respondents said they did not know.

"I now use the skills learned during my training on a day-to-day basis at work."

"I have not quite completed my ECDL training. I was not happy with the electronic versions of the mock test as at the end of the test you were only given a mark so you had no idea where you had made a mistake."

2. The materials used in my training have been of a high quality (printed, electronic or other media).

93.01% of respondents either strongly agreed or agreed.

6.09% of respondents either disagreed or strongly disagreed.

0.90% of respondents said they did not know.

The college had no materials of any kind which related specifically to ECDL. Instead, we had to work from odd pages of various books which the college used for other courses. As a result of this it was difficult to gauge our progress.

3. The trainers and others involved in my training have been knowledgeable and have explained ideas clearly and at an appropriate level.

94.80% of respondents either strongly agreed or agreed.

4.48% of respondents either disagreed or strongly disagreed.

0.72% of respondents said they did not know.

³⁶ All the quotations in this section come from members of staff in their questionnaire returns

"Support received was excellent both by trainers and senior members of staff. When sitting exams, trainers were most sympathetic."

4. Training activities have been appropriate and suitably varied and training has been of good quality.

91.04% of respondents either strongly agreed or agreed.
7.71% of respondents either disagreed or strongly disagreed.
1.25% of respondents said they did not know.

"At start of course self-study with tutoring was used but later one-day courses were held. I feel that the retention of information was much better when I took more than one day."

5. The training catered for the way I like to learn (the balance of face-to-face, self-study, on-line).

86.38% of respondents either strongly agreed or agreed.
11.47% of respondents either disagreed or strongly disagreed.
2.15% of respondents said they did not know.

"I did not use the electronic training scheme, finding the face to face training much more helpful."

6. I have received an appropriate level of support during the training. Please identify overleaf, if you would like to.

87.28% of respondents either strongly agreed or agreed.
11.65% of respondents either disagreed or strongly disagreed.
1.08% of respondents said they did not know.

"My support teacher was very good and had herself done the ECDL test recently. She had a good knowledge of ICT anyway, and this helped me a lot."

"The level of support was poor. Left to learn from the text book and enlisting the help of colleagues."

7. The pace of learning has been appropriate.

84.59% of respondents either strongly agreed or agreed.
14.16% of respondents either disagreed or strongly disagreed.
1.25% of respondents said they did not know.

"I would not recommend the trainer - slow pace, boring, patronising, lot of irrelevant comments about his own background, wasted a lot of time."

5. The training has helped me to plan for my future professional/career development in relation to the use of ICT.

69.18% of respondents either strongly agreed or agreed.

22.22% of respondents either disagreed or strongly disagreed.

8.42% of respondents said they did not know.

"I think the training that I have received has helped me to develop my career prospects, and my new post is currently giving me a lot of job satisfaction, something that before completing my ECDL I did not have!"

"Does not help plan career development."

9. As a result of my training I feel more confident about knowing when, when not and how to use ICT in my library work.

91.76% of respondents either strongly agreed or agreed.

6.99% of respondents either disagreed or strongly disagreed.

1.25% of respondents said they did not know.

"Although the training I received was for the ECDL, I now have the confidence to try out different things, or to try to solve problems, when using computers generally."

"Although to begin with, I was really daunted by the prospect of the training, I am so glad that we were given the opportunity to do it as I have picked up skills that I would not have otherwise. I am also more confident in helping the public with their IT enquiries and reader development needs. This applies not only in helping the public but in building up enthusiasm within my staff. We were fortunate enough to have good trainers... She made the sessions easy for us."

10. The training is now having an impact on my work in the library.

88.89% of respondents either strongly agreed or agreed.

8.96% of respondents either disagreed or strongly disagreed.

2.15% of respondents said they did not know.

"The training is having a positive impact both in dealing with library users as well as helping me to perform my other duties."

"The training I have had has had a huge impact on my work in the library as I cascade my knowledge to both staff and customers."

"This training has had an impact on my work as I now feel more confident using a computer on a daily basis and also other IT equipment like scanners and web cams which I had never used before. I can also feel confident helping customers in the library although I am not based in the information section very often."

11. I think it was a good idea to have ECDL certification as a result of this training.

92.65% of respondents either strongly agreed or agreed.

2.87% of respondents either disagreed or strongly disagreed.

4.66% of respondents said they did not know.

"Whilst appreciating the need for ECDL, I do have some reservations about the pressure and intensity of the course for staff both frontline and managers. Some modules are more relevant than others. Some staff have found the experience enjoyable and easy whilst others have been very stressed and have not enjoyed the experience. Again some have been 'converted' and are now very enthusiastic about ICT. In retrospect perhaps various levels certificated or otherwise could have been put into place for those who find taking tests so difficult."

12. The training I have received will have a positive effect on the meeting the needs of my library users.

90.50% of respondents either strongly agreed or agreed.

6.63% of respondents either disagreed or strongly disagreed.

2.87% of respondents said they did not know.

"In my role as a manager the training means I am far more aware of the needs of customers in terms of access to public PC's. I have found that the ECDL gives me a broader knowledge of ICT than I had previously."

"Due to the ECDL training, I'm able to help customers use the public computers and I'm better able to use ICT equipment to help me in my work. As a result of this many of my colleagues and I have been put up a grade and now earn more pay."

Case Study 1 Angus Council

Introduction:

Angus Council is a small rural area in northeast Scotland. It covers an area of 2,200 square kilometres and has a population of 109,000. There are seven main towns, with Forfar the administrative centre set in the geographic heart of the council area.

The Angus Council Cultural Services has 11 branches and 2 mobiles, with 87 staff to be trained.

Training Plan:

The plan was submitted in February 2000. A training need analysis was carried out in October 1999 and it was clear that levels of confidence and skills were variable in the extreme. The training needs analysis was valuable in identifying person specific competencies; and Angus used this information effectively to tailor their training to individual needs:

- 80% required training in Area 1 General ICT Skills and Knowledge
- 92% required training in Area 2.1 Application of ICT in the running of the library
- 95% required training in Area 2.2 Application of ICT in the development of the reader
- 90% required training in Area 2.3 Application of ICT in the development of the learner

	Year 1	Year 2	Total
Strategic managers	1	3	
Middle managers	8	4	
Front-line staff	20	28	
Support staff	8	15	
TOTAL	37	50	87

In addition Angus Council Cultural Services aimed to train 62 members of staff in the Advanced Outcomes, in years 1 and 2 of the programme.

	Year 1	Year 2
Net Navigator	18	20
Information Technology Gatekeeper	3	7
Information Consultant	3	7
Information Manager		2
Educator		2
TOTAL	24	28

The Scottish Expert Panel in the 1st Round of applications agreed the training plan in full.

Model:

Angus Council Cultural Services operational managers decided at an early stage to work in close partnership with Angus Council Training Services (ACTS). The Support Services Manager in his function as Training Co-ordinator for Cultural Services was responsible for liaison with ACTS regarding training content, delivery and the overall timetable.

Following the training needs analysis, each member of staff was scheduled for training in formal training sessions at the council training suite in Arbroath. Angus Council Cultural Services were the first of the council services to use ACTS for their ECDL training and, although there was a learning curve, good communication resulted in a satisfactory learning experience for staff. The contextual and advanced training were delivered by an independent trainer, and by the local library and information consortium, TAFLIN (Tayside and Fife Library and Information Network).

At the close of the programme it was intended to integrate the requirement for ECDL certification into Cultural Services recruitment and selection policy.

The Model in practice:

Angus Council Cultural Services carried out training needs analysis, which informed their planning. The part time libraries were not automated and the larger branches offered a contact point where staff could be introduced to the library management system and familiarise themselves with ICT. Staff went in groups to the council training suite on a fortnightly, day-release basis

The sessions were tutor-led but well tailored to individual needs. ACTS used PC Productions training manuals and paper-based testing. Mock exams were undertaken to build confidence. The trainers varied the module order and worked with individuals to agree when they felt ready for testing. Each staff member's progress was monitored and reviewed on an individual basis. Six laptops were provided for staff to use to practice their skills and the scheduled training hours, Tuesdays between 9 and 10, were identified as periods when staff could work on their ICT training when the library was closed.

The feedback on the quality of the materials was good. Staff attitudes were positive and the individual attention ensured that progress was maintained at a steady pace. The staff carried out much of the learning in their own time and laptop access was well used. Regular meetings between staff and managers were an important factor; the staff also met with the Head of Cultural Services and there was a "bonding" of a dispersed staffing establishment.

Consultation with ACTS took place at monthly meetings and informal communication took place to resolve issues when required.

Almost all of the training has been completed, although the pressure on service delivery has meant a delay to the training of mobile library staff. The contextual training was carried out by an independent trainer in short courses. There was a varied level of experience and the staff found it sometimes lacked "focus". The local training co-operative also offered advanced training.

The learning experience:

Whilst some felt the whole day was a bit intensive, motivation was high. The Head of Cultural Services joined the training at an early stage. There was some minor platform incompatibility, which had to be addressed. The staff increased in self-esteem and many were reassured about their own skills, producing newsletter and supporting the running of the learning centres with enthusiasm. The staffs, who are not especially young, in some cases had real fears about the technology and they can now set up email accounts, use email, use the Internet and use key ICT applications. As the ECDL standard was spread across Council departments, the staff recognised the enhancement this training programme was to their skills set and that it was becoming a key expectation of all Council employees in Angus. The staff made good progress through the training and set their own challenges.

"All the modules should help me assist the Learning Centre customers.³⁷"

"Wish we had spent more time with the internet and searching skills, in particular.³⁸"

Practical applications:

- Supporting school classes and homework clubs
- Setting up email accounts
- Introductory class for senior citizens
- Creating greetings cards with children
- Online booking for the local bus links
- Printing Rollercoaster reading certificates for children
- Using Hotmail and Lycos
- Favourite sites included Expedia

Lessons:

The main features which contributed to the success of the training programme in Angus Council Cultural Services was the attention to meeting individual needs and delivering the training at an appropriate pace for staff. A good relationship had been developed with the local trainers. Staff were helped to understand their role was enabling and facilitating and the People's Network project supported Angus Council Cultural Services to move into ICT in a strategic way.

³⁷ Member of staff

³⁸ Member of staff

"As a very senior (old) member of staff I have received excellent back-up from all staff. I feel more attuned to working in a technology-gearred environment.³⁹"

Outcomes of the training:

The public in Angus were very enthusiastic supporters of the training. They drew on staff expertise and, although many had ICT in their homes preferred to use the library's free, broadband service, working in a supported environment. There were some very good examples of the library ICT being used for helping introduce novices to ICT, setting up emails to keep dispersed families in touch, booking trips and flights, community group activity, medical and family research and online shopping.

"Excellent that the Council puts all their workers through this course to give them basic knowledge of all packages.⁴⁰"

Other benefits of the training:

Angus Council Cultural Services were the first of the council departments to go through the ECDL training programme. The increase in staff confidence and competence was recognised within the corporate structure and this was helpful to position libraries for the future, within the community planning and modernising government agenda.

Ideas for future training:

- Refresher training modules
- New software upgrades like FrontPage
- Sending photographs in emails
- Zipping and unzipping files
- Digital cameras
- Using scanners and printers
- Troubleshooting

³⁹ Member of staff

⁴⁰ Member of staff

Case Study 2 Argyll and Bute Council

Introduction:

Argyll and Bute is one of the largest and most sparsely populated local authority areas in the UK. It covers a 2,680 sq mile area and has a population of 90,000, 16,000 of whom live on the 26 inhabited islands. The geography makes communications and transport difficult with some 3000 miles of coastline and many journeys requiring ferries. The Council has 4 decentralised areas, with its own area committee and services.

The library service has 8 part-time branches of which 7 are staffed by one person) and 5 mobiles, with 49 (per capita) staff to be trained.

Training Plan:

The plan was submitted in March, 2001. A training need analysis was carried out, using the NOF materials, and it was clear that very few staff were confident about their ICT skills and knowledge, apart from the very basics of using equipment. Despite the problem of staff dispersal, one of the priorities of the training plan was to give as many employees as possible access to formal training courses. The 8 Expected Outcomes were assigned to a variety of specialist training providers:

- Staff knowledge, understanding and competence with ICT
- Staff knowledge of ICT features to support their work
- Health and safety and legal issues
- Finding things out on behalf of users
- Supporting reader development
- Supporting users to ensure effective learning
- Effective management of ICT resources
- Staff use of ICT to improve professional efficiency

It was proposed that the training was linked to the roll-out of the technological infrastructure

Year	Libraries	No. of Staff	FTE Staff Nos.
Year 1	Helensburgh and Dunoon libraries, Library HQ	24	17.2
Year 2	Campbeltown, Oban, Rothesay, Lochgilphead and Tarbert Libraries	15	9.7
Year 3	Remaining 6 part-time libraries and mobile libraries	10	6.7

	Year 1	Year 2	Year 3
Strategic managers	1	0	0
Middle managers	6	3	0
Front-line staff	12	12	10
Support staff	5		
TOTAL	24	15	10

In addition Argyll and Bute aimed to train 32 members of staff in the Advanced Outcomes, in Years 1 and 2 of the programme.

	Year 1	Year 2
Net Navigator	7	3
Information Technology Gatekeeper	3	0
Information Consultant	4	3
Information Manager	4	0
Educator	5	3
TOTAL	23	9

The training plan was agreed in full by the Scottish Expert Panel in the 3rd Round of applications.

Model:

Argyll and Bute operational managers had not written a formal, whole-staff training plan prior to the NOF programme and attended a SLIC seminar on submitting plans before they finalised their model. A key driver was the sheer logistics of releasing staff and getting them to the training locations. Training started with those based in Helensburgh where staff had access to the open learning pcs. Helensburgh was also the first in the roll-out of the Dynix Library Management System. The Model consisted of some face-to-face training with the Council's IT trainers, Informatics CTEC, and Scotia; use of Cumbernauld College's distance learning package for ECDL; and the NETg CD ROM. The Model had to be built on flexibility with each branch having different levels of ICT infrastructure, opening hours, staffing levels and degrees of remoteness. The People's Network Team, consisting of all Senior Managers and area librarians had responsibility for all aspects of the organisation and delivery of the training, monitoring, fine-tuning and delivering revisions to meet the need and expected outcomes of the training. The training aimed to be carried out over a 3 year period, using a mixture of the Council's IT training suites as the venues for the delivery of staff ICT training. Argyll and Bute Libraries planned to use the Council's contracted ICT training providers for the delivery of the European Computer Driving Licence content. The delivery of the contextual content was agreed after recommendations from other authorities. The PN Team introduced the programme to staff, using some of the materials which SLIC had provided

Argyll and Bute Council offer ECDL training to their workforce so this will help ensure new recruits to the service maintain a high-level of ICT competence.

The Model in practice:

At the time of the roll-out there was no local college and costs and effectiveness eventually led to a change to using the NETg CD ROM. There was a view amongst staff that the ECDL, whilst it offered a desirable, transferable and certificate skill set, was overkill when viewed against the Expected Outcomes. They felt this might have been attractive to younger, more mobile members of staff but this was not the profile of their workforce and led to additional stress for staff. Additional support had to be organised as the workload was extensive for a single member of staff.

The pace of the change in Argyll and Bute was possibly slower than in other areas and local difficulties with BT, the network providers, caused significant problems. A key barrier to rolling out the training was the difficulty experienced in linking the rollout of the infrastructure to the training. Delays in getting the People's Network infrastructure installed coupled with a lack of other ICT infrastructure to use for training, resulted in staff struggling to complete training and practice, and this was not good for their confidence. There was a view that the public rarely asked for assistance and some concern in the tourist areas about the predominant use of the ICT infrastructure for email purposes by tourists. The training has yet to be completed, with staff opting to follow training by not pursue testing.

It had been planned to deliver the contextual training by area librarians attending the Scotia training but this was unsatisfactory. The training was reorganised so that more staff had face-to-face training. The Scotia model is a mixture of face-to-face and self-reflection learning. The Scotia training consisted of *Supporting users to ensure effective learning*, *Promoting reader development* and *ICT in the running of the library*. Time is allowed for discussion and reflection; and the value of the group discussions was to assist alleviate concerns brought on by isolation, for example, in implementing Acceptable Use Policies.

The feedback on the quality of the materials was good and staff particularly liked the NETg CD ROM. However, staff found it difficult to make use of the People's Network machines within library opening hours for their own study purposes because of service commitments. The Council's IT training suites meant that training could be carried out in a range of locations, reducing the some of the burden of travelling, which was considerable.

The learning experience:

Staff found using the NETg CD ROM was fun and challenging and ECDL modules 2, 3 and 7 were seen as essential, core learning. Much of the learning was carried out in personal time, because of the pressures on single-staffed branches, and could claim extra hours. Some were still working on modules, aiming to sit tests prior to the end of the ECDL 2-year timescale but others were aiming to work through the learning. There was a feeling that changing the order in which the modules were studied impacted significantly on staff attitudes to the learning. The staff were concerned about the amount of time they could commit to assisting individuals and that some of their skills would never be called upon. A few staff felt the ECDL training was ICT "overkill" and contextual training was "too educational".

"For a learner, such as myself, with a very limited knowledge of computers, there was not enough face-to-face individual training.⁴¹"

"I used subject based gateways to find online newspapers, and government information. I found the Internet Public Library a really useful site - it listed newspapers worldwide.⁴²"

Practical applications:

- Creating posters and using clip art to illustrate them
- Using the web to find genealogical information for users
- Finding the words to Strauss's songs
- Using the maps on the National Library of Scotland website
- Using sites with online booking to combat rural disadvantage
- Using Ask a Librarian
- Favourite sites included the BBC website, Friends Reunited and Amazon

Lessons:

The main features of the roll-out of the training programme in Argyll and Bute were planning, flexibility and responding to staff's operational pressures. Given the size, staff capacity and complexity of Argyll and Bute, the training would have benefited from a dedicated post to both manage the process and support the staff. A more regular assessment of progress and encouragement to work to certification could have been improved with an increase in staff capacity. One of the major difficulties was providing time for staff to practice. The training would have benefited in additional funding to include all relief staff, many of whom did not fall within NOF's qualifying guidance, refresher training and more content in the areas of supporting users, Educator and Net Navigator.

The travelling to training presented a major challenge for staff in some areas.

Outcomes of the training:

The training was an accelerant which put libraries ahead of other Council staff. Argyll and Bute Council now offer free ECDL training to all their members of staff through the new, local college. It has also put libraries in a strong position to contribute to the community learning, adult literacy and cultural strategies. Argyll and Bute Council produced a Culture and Libraries Briefing public information leaflet in April 2004 which promotes and celebrates the library computer facilities and courses available through libraries.

Staff were working with a range of local community groups, many of which were extremely small. A group of users, based at Helensburgh Library, valued

⁴¹ Member of staff

⁴² Member of staff

the ICT skills and support of their library staff highly. One user had started learning her ICT skills at the library and progressed to college to complete her ECDL. She was using the skills, and still drawing on the support of library staff, to provide administrative support for her daughter, a local author. This included email, creating business cards and compliments slips, scanning documents, contractual administration with printers and receiving, downloading and sending proof copies.

"I realise that, with the roll out of the People's Network in public libraries, the training of staff with little or no ICT knowledge was a daunting task. I do appreciate the work that has been put into my ICT education.⁴³"

Other benefits of the training:

Prior to the NOF ICT training, the Argyll and Bute staff did not have a high ICT skills base. They were able to increase confidence and ICT competence. The staff progressed through the training in area-based groups, increasing communication and teamworking opportunities. Staff were using the ICT as a hook to extend their work with community groups, e.g. a group of adult learners were using the People's Network to do desktop publishing, creating greetings cards.

Oban Library is at the heart of Scotland's tourist route and there were major capacity problems with tourist uses of the People's Network facilities, 43% of customers using 40 different languages. The introduction of the People's Network was a great advantage providing a facility to respond to local and visitor needs, around 25% of the librarian's time was spend in helping with ICT enquiries.

Ideas for future training:

- Supporting users, especially using assistive technologies
- Use of scanners
- Installing and operating webcams
- Changing printer cartridges
- Refresher training modules
- New platform, like Windows XP
- Supporting users, particularly in emailing attachments and updating websites
- Web design
- Use of scanners
- Additional Educator content
- Additional Net Navigator content
- Desktop publishing

⁴³ Member of staff

Case Study 3 East Dunbartonshire Council

Introduction:

East Dunbartonshire Council serves a small area on the outskirts of Glasgow in the Central Lowlands. It covers a 17,182 sq km area and has a population of approximately 110,000. Over 75% of the land is used for farming but a high percentage of the population commute to Glasgow and other areas for employment.

The library service has 8 branches and 2 mobile libraries, with 78 staff to be trained.

Training Plan:

The plan was submitted in October, 2000. A training need analysis was carried out in January 2000 and the strategy to meet the Expected Outcomes involved trainers, self-study, and support by 4 Educators; and identified training time for all staff to achieve competencies in:

- Confidence building and Familiarisation – using Computers Don't Bite, WebWise and IT for All, and introductory one day IT sessions
- East Dunbartonshire Council training – familiarising staff with locally-used software packages such as Lotus SmartSuite, WordPerfect etc and also Local Area Networking
- ECDL – using workbooks and CD ROMs, tutor-led sessions and short intensive training
- Outcomes 2-8 and Advanced Outcomes – to be delivered by an external trainer in tutor-led sessions and work-based and individual learning

Year	Expected Outcomes
00-01	18
01-02	29
02-03	21
03-04	10
Total	78

In addition East Dunbartonshire aimed to train other members of staff in the Advanced Outcomes, throughout the lifetime of the programme.

Year	Net Navigator	IT Gatekeeper	Information Consultant	Info. Manager	Educator	Total Courses
00-01					4	4
01-02	9	3	9	1	4	26
02-03	9		9		4	22
03-04	6					6
Total	24	3	18	1	12	58

The plan also included a list of staff training to be delivered by specialist members of staff, with a view to supporting sustainability. An ICT Training Management Team was established to help deliver the plan. The training plan was agreed in full by the Scottish Expert Panel in the 2nd Round of applications.

Model:

The ICT Training Management Team opted for use of the NETg CD ROM and a pilot group tested the training. There was also a concern that the ECDL was over focussed on Microsoft software which differed from that used by the Council at the time. The NETg CD ROM provided a way of simulating the Microsoft environment for staff learning. It became clear that the model would have to be reviewed in the light of operational issues.

The Open Learning Officer advised that adult learning was at its most effective delivered in small bits, work-related and in short, sharp interventions. This view, together with the pressure to keep branches open, shaped the model. The pilot group contained a variety of levels of ICT knowledge and their experience also informed the model.

The training was a mix of self-paced study using the NETg CD ROM and a choice of workbooks, focussed on an hour per week at work whilst the libraries were not open to the public. Staff also had access to laptops which they could borrow to pursue learning at home.

Outside providers were sought for Outcomes 2-8 and Scotia were engaged to deliver the training to small groups, who cascaded the training to the rest of staff. This training was delivered in 2 workshops and consisted of three modules – Supporting users to ensure effective learning, Promoting reader development and ICT in the running of the library.

The ICT Training Management Team was responsible for the overall monitoring and review of the training. Issues were fed back to the trainers or raised at the staff forum.

The Model in practice:

A People's Network Forum was established as a discussion forum and this met regularly throughout the programme. It proved a useful forum for raising issues related to the wider programme. Staff were given a formal introduction to the programme and the Forum was used to resolve issues around changing roles. A staff bulletin was also produced to keep staff informed.

Staff were given responsibility for their own learning, forming informal self-help groups as needed. Staff had progressed through the training, choosing between the CD ROM and workbooks. Access to laptops to learn in their own time, as well as in the workplace, was a popular option. 77% of staff have now completed ECDL accreditation and this will increase to an anticipated 96% when the final modules are tested. Some training remains uncompleted

because of staff turnover or illness, and it has been difficult to schedule the mobile library staff into the training programme, and to complete all the testing required.

The changes between the initial Council Lotus platform and the eventual People's Network platform; and delays in delivering PN connectivity presented additional challenges for the delivery of the training.

The learning experience:

There was a mixed reaction to the learning models offered. Some staff were perfectly happy working at their own pace on laptops, others felt that they would have preferred a more structured, tutor led framework. There was also a view that face-to-face delivery was found to be less effective than learning in small bites, with self-paced study in between. Issues were raised about the level of support but this has to be balanced with the capacity of a small service to undertake a major up-skilling programme for its workforce.

The training had succeeded in empowering staff, and giving them confidence in their ability, with increasing self-reliance and examples of informal peer support.

"I enjoyed completing the course and although I felt the training given was helpful I think it would have been beneficial to me to have more tuition possibly twice a week especially at the beginning of the course.⁴⁴"

Practical applications:

- Labels for reading groups
- Creating reference databases
- Using mail merge functions
- Creating forms
- Production of monthly reports, minutes, letters etc
- Setting up email accounts, particularly for older users
- Favourite websites included Yahoo!igans, eBay, MoneyMarket and CBeebies

"I have created a PowerPoint reader development pack which will be used throughout the district during the summer break 2004.⁴⁵"

Lessons:

There were a number of problems in East Dunbartonshire which made the successful delivery of the training within the timeframe challenging. Changes to the IT platform and a delay in connecting to broadband had an impact on the delivery of the programme. There was a delay caused by staff concern about changing roles, which was resolved through the Forum. Staff might have benefited from closer tracking and more support.

⁴⁴ Member of staff

⁴⁵ Member of staff

"It would be difficult to do the job now without the knowledge I have acquired."⁴⁶

The travelling to testing centres presented a major challenge for staff in some areas.

Outcomes of the training:

East Dunbartonshire Libraries has developed a series of guides for the public, Mouse Clicks, to support public use of The Peoples' Network. The learning suites are being used by a variety of groups. The training has enabled staff to use Holt Jackson's "Choice on the Web" site as part of their stock selection process and participate in events like World Book Day's online festival. Email is increasingly used for communication purposes and a number of library forms are available through the Council's website. There is also a higher than average use of the electronic subscription services, which were nationally-procured with NOF money to test and evaluate public demand.

"I feel I am now better equipped to help members of the public with any enquiries or problems they may have."⁴⁷

Other benefits of the training:

As in some of the other case study authorities, the training brought together staff and the opportunity to work more closely together has had an impact on the quality of teamworking. Staff have increased confidence and competence and improved communication across branches. Some of the training took place in Glasgow's learning centres at Shettleston and Ibrox and increased staff awareness of other services was an added benefit.

Ideas for future training:

- Disability awareness training, use of assistive technologies
- Training to support new hardware as it is introduced
- Revision courses
- Use of CD writers, scanners and graphics packages
- Downloading music files
- Legal issues such as copyright
- Desktop publishing
- Troubleshooting skills – clearing print folders, changing cartridges etc

⁴⁶ Member of staff

⁴⁷ Member of staff

Case Study 4 Edinburgh City Libraries and Information Services (ECLIS)

Introduction:

Edinburgh City Council serves the Scottish capital city. It covers a 262 sq km area and has a population of 453,430. The city hosts the Scottish Parliament, the principal offices of the Scottish Executive, 3 universities, and the National Library of Scotland. The city's tourist industry makes a contribution estimated at over £2.2 billion and over a fifth of the population is employed in the tourist industry. In contrast to this picture of a strong economy, Edinburgh is also a city that has areas of significant deprivation and high levels of poverty.

The Central Library, 25 Community Libraries and 4 Mobile Libraries made 3,470,000 issues to 110,000 borrowers and recorded 1,900,000 library visits in 2002/3.

Training Plan:

The plan was submitted in February, 2000. A NOF Working Group, consisting of managers from the Central Library, community libraries, training officers and the Library Management Team, was set up to steer and deliver the programme and they met every 4-6 weeks throughout the training period. A training need analysis was carried out and training for 402 (all) staff was planned, to achieve competencies in Outcomes 1-8⁴⁸.

Year	Front-line staff	Middle managers	Strategic managers	Support staff	TOTAL
2000/01	60	12			72
2001/02	90	34	14		138
2002/03	96	14	12	10	132
2003/4	23	4		33	60
TOTAL	269	64	26	43	402

In addition ECLIS aimed to train 202 members of staff in the Advanced Outcomes, in tandem with the roll-out of the programme of training in Expected Outcomes 1-8.

Year	Educator	Net Navigator	Information Technology Gatekeeper	Total
2000/01	24	30		54
2001/02	24	40	12	76
2002/03	12	40	10	62
2003/04		10		10
Total	60	120	22	202

⁴⁸ See *Content of Basic Training Course* end of case study, p43

The number of trainees in Information Manager and Information Consultant was to be assessed, dependent on progress and aptitude.

The training plan was agreed in full by the Scottish Expert Panel in the 1st Round of applications.

Model:

The NOF Working Group drew on their recent TALIS library management system training for their model. They also visited South Ayrshire's Cyber Centre in search of best practice. Six training suites had been set up for TALIS training which facilitated face to face learning across the library network. A key priority was to start with Educator training for supervisory staff. This group included some staff with low/no ICT skills. In addition to the basic programme Educators would also undertake Training the IT Trainer and Supporting the Library User modules.

The initial training needs analysis indicated that the majority of staff were not confident in ICT skills. To address this lack of confidence, face to face training was identified as the most appropriate method to achieve learning outcomes. The training programme was developed to take 10 weeks Each trainee would be assigned to an Educator who would support and monitor their learning through exercises completed between face to face sessions. With such a large number of staff, it was recognised that it would be necessary to provide catch-up sessions for staff who were sick or on leave. A programme of 3 single days of Advanced training was developed using NOF guidance and in discussion with Library management.

The original training plan did not include the European Computer Driving Licence in the programme, as it was not possible, to cover the costs.

The Training Officers and NOF Working Group managed the co-ordination and monitoring of the programme. A re-run of the training need analysis was planned for 2003 to inform a further training programme for both existing members of staff and new recruits.

The Model in practice:

Due to the scale of the funding award, it was necessary to tender for the training provider. This rigorous process helped inform detailed operational planning. Information from the training needs analysis highlighted numbers and the type of training required for staff. The basic training was constantly monitored and the programme extended to 12 weeks to address Outcomes 2 to 8. The Advanced training was also evaluated and significant changes were made to make content more relevant. A database was set up to track staff who had missed sessions due to sickness/leave and ensure that they completed their training.

Due to savings in training venue costs, it became possible to offer ECDL, initially to educators and subsequently to relevant staff. ECDL testing was

piloted using online and traditional testing mechanisms. The manual test was selected and having completed basic training first, staff were able to take tests in a way that proved cost effective. Additional training was provided in the use of peripherals, such as scanners, by the Connect (Learning) Centre staff.

ECLIS followed their plan, although changes to timescales had to be made to allow for the delays caused by the tender processes, changes to the Council's ICT supplier and consequential hold-up in the roll out of the People's Network. The new software platforms in the Connect Learning centres differed from that on the machines in the Training Suites. An NOF produced video was used by team leaders to prepare staff for change. Newsletters and briefings were also used to report progress and to acknowledge and celebrate staff's hard work; certificates were awarded on completion of training.

The training provider selected was User Friendly, a small independent company who demonstrated flexibility in tailoring training to meet library requirements. Efforts were made to match peer groups of ability and the training officer received feedback sheets on quality for each training course.

Time was provided within the working day for study although this proved difficult to achieve consistently across the service, due to operational demands.

By March 2004, 374 staff had completed basic training and 110 had completed ECDL. An additional 30 staff were trained as Educators and the number of Net Navigators was reduced due to staff developing these skills in other ways. Some training will carry over to 2004-2005.

The learning experience:

There was a mixed reaction to the progress and content of the programme – some felt it too intensive, others accepted that a base level of competence would mean some of the ICT knowledge was too basic for them personally. It was clear that confidence had been boosted by the training in a range of software but staff expressed concern about the challenge of keeping their knowledge up to date. The study guides were valued as useful reference tools to work through and revisit. Staff were mostly confident that they could support the use of ICT in libraries and that the NOF training was having a big impact on their daily work. Supernova software had recently been installed at the Central Library to assist visually impaired users. Training is now nearing completion.

“No real opportunity to utilise anything other than the most basic I.T skills - all chat rooms and booking of flights etc.

As a result much of what was learned has "evaporated" through lack of practice, however the N.O.F. training was generally well presented, interesting and enjoyable.⁴⁹

Practical applications:

- Booking events and holidays over the Internet
- Online shopping
- Using greetings card services
- Booking hotel accommodation online
- Using drawing tools and creating visual images
- Finding words to a poem
- File management
- Searching and finding information using the Internet
- Favourite sites included the BBC website, Miniclip.com

Lessons:

One of the key features of the success of the ECLIS model was the high percentage of Educators, pairing staff and willingness to review the plan in the light of feedback. At times the complexity of the training administration would have benefited from a full-time, dedicated post. For the job-sharing training officers, the scale of the administration of the programme sometimes led to communication difficulties with staff and the training provider.

Other key lessons were that the delay in the roll out of the People's Network meant that staff were unable to use newly acquired skills to the full. The way in which people used the Internet over the four years of the programme also underwent significant changes which meant that some of the Supporting the Library User training has proved less relevant than originally envisaged.

An Evaluation report by Wendy Ball as part of her Postgraduate research project for the MSc Information Management at Queen Margaret University College has some interesting results. These highlight uses of the Internet in the Central Reference Library:

- Email is by far the most popular use of the service
- Searching on the Internet was directed at search engines and web addresses, with very little support requested from staff
- Only 14% of users were aged over 40
- 29% of users lived permanently outside the UK

"The expectations seemed to be that users are accessing computers for autonomous learning, academic pursuits, homework and so on, and the units were geared to this rather idealistic scenario. In fact, information on Ebay, how to trace your family tree, how to get cheap flights, holidays etc. would have been of more practical use to our readership.⁵⁰"

⁴⁹ Member of staff

⁵⁰ Member of staff

Outcomes of the training:

The Edinburgh experience shows a wide spectrum of approaches in meeting people's needs for ICT in their everyday lives. These range from the tourist experience in Central Library to the pro-active work with adult learners carried out across the city through the City Connect project and other partnerships.

Edinburgh attracts a large number of tourists and there is considerable pressure on the Central Library's People's Network machines. This library is at the heart of the tourist community and it has been necessary to introduce a queuing system to manage demand for the machines as email and web access for booking services are crucial to travellers. During 2003-2004, "Guest" issues accounted for 9.4% of all computer issues in the Library service.

Across the city, there have been many examples of Library staff working in developmental ways to support digital inclusion and social and collective learning in local communities. During 2003-2004, a total of 276,640 PCs were issued, of which 66% were in Community Libraries. These included Connect taster sessions run by Library staff.

Examples of good practice include Portobello Library which recently won a Get up and go Award, part of the A City of All Ages scheme, encouraging the development of a range of activities for people over 50.

In North Edinburgh, partnership projects have included the establishment of an ICT based Homework Centre at Granton Library. Muirhouse library has provided the base for a Gates ICT Outreach service, including workshops aimed at adults with care responsibilities and return to work classes for Chinese speakers. User groups have used the ICT facilities for a range of personal and learning activities. These included pursuit of the ECDL, research into relaxation therapies and native Americans, communication with family in Bulgaria and Nigeria, and post graduate medical studies.

"I thoroughly enjoyed my NOF training and got a lot out of it. I enjoyed helping staff in my role as educator, and found this useful in identifying some of the common problems that the public also went on to have in the Learning Centre."⁵¹

Other benefits of the training:

The training offered opportunities for ECLIS staff to mix and learn more about other aspects of the service. There is greatly increased use of email and web development including the innovative Wizard Websites for children. There has been a significant increase in partnership working with community groups and learning agencies. There has also been more sharing of good practice and

⁵¹ Member of staff

there is evidence that those with well-developed ICT skills are being contacted for help with local ICT projects.

Ideas for future training:

- Refresher training modules
- Use of peripherals – digital cameras, scanners, downloading ring-tones
- FrontPage
- Additional Net Navigator content
- Community Language Software

Content of Basic Training Course

- Introduction to the Windows environment
- Word processing
- E-mail
- Excel
- Internet
- CD ROMs
- Databases, including MS Access
- PowerPoint
- Assisting users in ICT and troubleshooting
- Structure of the Education system and resources

Case Study 5 Highland Council

Introduction:

The Highland Council is the most northerly land-based council service in the UK. It covers a 25,000 sq km area- 1/3 of the landmass of Scotland but has a population of 210,000, only 4% of the Scottish total.

The library service has 40 branches and 12 mobiles across 8 decentralised, administrative areas, with 172 staff to be trained.

Training Plan:

The plan was submitted in February, 2000. A training need analysis was carried out and it was clear that the present skills and knowledgebase needed to be extended in 172 (all) staff to achieve competencies in:

- Basic ICT familiarity and skills
- Net navigation awareness and skills
- ICT troubleshooting basic knowledge
- Supporting reader development skills
- Supporting users' effective learning skills
- Ability to find out things on behalf of users.

	Year 1	Year 2	Year 3
Strategic managers	4	0	1
Middle managers	14	7	20
Front-line staff	27	78	0
Support staff	13	4	4
TOTAL	58	89	25

In addition Highland aimed to train 48 members of staff in the Advanced Outcomes, all in year 2 of the programme.

Net Navigator	14
Information Technology Gatekeeper	3
Information Consultant	14
Information Manager	5
Educator	12
TOTAL	48

The training plan was agreed in full by the Scottish Expert Panel in the 1st Round of applications.

Model:

Highland operational managers had not developed a formal, whole-staff training programme prior to the NOF programme and drew on their recent TALIS library management system training for their model. A key element was keeping staff on site as much as possible and mixing self-paced learning using the NETg CD ROM, workbooks and face-to-face support. The Libraries Portfolio Group, consisting of all Senior Library Managers from across all areas

and HQ support functions, had responsibility for assessment, fine-tuning and delivering revisions to meet the need and expected outcomes of the training. The training aimed to be carried out over a 3 year period, using the Library Support Unit's training suite as the main venue for the in-house delivery of staff training. Highland Libraries planned to use the Council's Training and Development Team, with outsourcing for specific one-off training. The Council's Training and Development Team was responsible for the delivery of the European Computer Driving Licence content and the development of appropriate contextual content, making changes advised by the Libraries Portfolio Group. At the close of the programme it was intended to re-run the training need analysis as a check that all staff had moved forward in competence and confidence. Highland Libraries also indicated intention to include pick-up/refresher training for staff and training for new recruits.

The Model in practice:

Highland Libraries used NOF's training needs analysis form. A pilot group was established with a view to cascading the training and coaching others. The People's Network presentation materials were used to sell the vision to staff in their local areas. The experience of the pilot group led to changes. Originally it was planned to give staff the NETg CD ROM and time in the workplace to study at their own pace, with a day to sit the mock test and the real exam. Feedback led to this being transformed into an intensive training day, followed by the exam. The order in which the modules were studied and tested was also changed. A Council re-structuring delayed the training and it is now reaching completion. Highland Council's People's Network machines run on a parallel network, outwith the Council's IT Department and there were associated problems with the IT Department which affected the effectiveness of the training.

The feedback on the quality of the materials was good and the Advanced training materials were tailor-made. It was a measure of success that the Advanced Outcomes were rolled out to more staff than originally intended. Staff found it difficult to make use of the People's Network machines within library opening hours for their own study purposes because of service commitments. The Council's Fujitsu IT training suite meant that training could be carried out in a range of locations, reducing the need for travelling.

The learning experience:

There was a mixed reaction to the CD ROM, with some staff not recognising it as training, compared with formal, tutor-led sessions. Module 1 of the ECDL was reported as being "like swimming through treacle". Once a level of proficiency was achieved in other modules, ideas for practical applications in the library context followed. However, some staff felt the training was too hypothetical and not sufficiently contextualised.

"The course has proved invaluable, it means that I can usually quickly and easily identify the problems users are experiencing (usually the problems are of a very minor nature). This is very important to borrowers in the

library because it means that they do not need to wait at the counter for long if I am helping someone using the People's Network. I feel, too, that it encourages members of the public who may not be very experienced or confident in using computers, to try because they know that help is at hand. E-mails and the Internet are particularly well-used.⁵²"

Practical applications:

- Creating posters and using clip art to illustrate them
- Using the web to find information for customers
- Creating PowerPoint presentations
- Using the Internet to find words to a song
- Using sites with webcams
- Using Google and Google Image
- Favourite sites included the BBC website and Undiscovered Scotland

Lessons:

The main features which contributed to the success of the training programme in Highland Libraries were planning, flexibility and locally-based training.

The training would have benefited in additional funding to include all relief staff, many of whom did not fall within NOF's qualifying guidance, refresher training and more content in the areas of supporting users, Educator and Net Navigator. Highland Libraries thought the programme benefited from the ECDL accreditation and that the accreditation of the additional training would have been attractive to staff.

"The provision of the ECDL certification for this training has proved to be a great incentive. It has provided motivation and pride to what the staff were doing."

The travelling to training presented a major challenge for staff in some areas.

Outcomes of the training:

The Highland Council's Satisfaction Survey results demonstrate that libraries are performing better, and that the training is having an impact. Highland Libraries won a Council Quality Award for the ECDL training programme and other departments have taken up ECDL qualification as a quality standard.

Staff were working with a range of local community groups, such as silver surfers, which had helped to increase staff confidence. A group of users, based at Dingwall Library, viewed their library and its ICT as highly valued social space, where a number of ICT taster sessions had taken place. The People's Network machines had been used for holiday research and bookings, information on personal interests, studying online, and communication with geographically-distant families.

Training is nearing completion with a 98% success rate.

⁵² Member of staff

"ECDL has given me confidence. I've gone from being technophobe to being quite attached to the computer."⁵³

Other benefits of the training:

Prior to the NOF ICT training, the Highland staff had not been brought together for training. The opportunity to work more closely together has had an impact on the quality of teamworking and led to improved understanding of the services and closer communication across branches.

The subscriptions to electronic reference services, purchased with NOF residue money, have been well-received as they offer improved access to reference services on an equitable basis across the Council and staff are able to support their use.

Highland attracts a large number of tourists and the pressure on use of email and People's Network machines for updating personal travel-log websites is a significant management challenge.

Ideas for future training:

- Refresher training modules
- New platform, like Windows XP
- Supporting users, particularly in emailing attachments and updating websites
- Web design
- Use of peripherals – digital cameras, scanners and using USB devices
- Additional Educator content
- Additional Net Navigator content
- Desktop publishing

⁵³ Member of staff

Case Study 6 Stirling Council

Introduction:

The Stirling Council area covers 850 square miles, including both the northern part of the Central Lowlands and the southern Highlands. It has a population of 86,200 and has the highest net population growth of any local authority in Scotland. There is a significant, low population density in the rural areas.

The library service has 15 community libraries, 2 mobile libraries and a central headquarters. The distance between Library HQ in Stirling and community libraries varies from 1.5 to 38 miles. 57% of the 80 members of staff to be trained are job-share or part-time. At the start of the NOF training, each community library had between 1 and 10 public access computers with internet access, but little or no training had been provided for staff in those libraries.

Training Plan:

The plan was submitted in February, 2000 in Round 1. However the training plan was not agreed in full by the Scottish Expert Panel until the 2nd Round of applications in October 2000. Final approval was secured in early 2001. An ICT training audit was carried out in the winter of 1999-2000. The TNA indicated that for the majority of staff, ICT was regarded as having the greatest priority to enable the Library Service to develop and enable the personal development of staff. The priority for the successful delivery of the training was to use a mixture of training methods and facilities due to:

- Limitations and constraints caused by distance
- Necessity to staff 1 or 2 person libraries
- The numbers of part-time staff.

The delivery methods included:

- Attendance at formal courses
- Open learning
- Distance learning
- Cascade training
- Mentoring

In addition Stirling aimed to train 32 members of staff (21 individuals) in the Advanced Outcomes.

Net Navigator	13
Information Technology Gatekeeper	4
Information Consultant	4
Information Manager	5
Educator	6
TOTAL	32

Model:

The need for an ICT pilot was identified and 26 members of staff went for ICT training with the Council appointed ICT trainers, CES, in *An Introduction to Windows*. This identified the preferred training methodology and identified the need for staff support. The Council ICT training contract went to tender and Keystrokes took over from CES in late 2001. Copies of the NETg CD ROM and workbooks were purchased and distributed to area bases for self-paced learning. The staff were grouped by ability initially, rather than on a location basis, hoping to pull on peer group support.

The initial programme and funding application had been carried out by the Operations Librarian but the practical implementation of the People's Network training was managed by newly-appointed Service Development Librarian. Area Librarians arranged the release of staff for their training days. The training aimed to be carried out over a 3 year period, using the Council's Viewforth training suite as the main venue for the delivery of staff training.

The Model in practice:

Stirling Council Libraries used the results of their ICT training audit and pilot groups to inform the training programmes. The pilot groups consisted of different levels of staff and managers and considered face to face ECDL training and paper assessment as opposed to face to face training and online assessment. Staff had access to the NETg CD ROM in their area and were paid to come to the area base and practice. The Council's Viewforth training suite provided the initial venue for course but other suites were used, including Bannockburn Library. Sessional staff were also included in the training as were mobile library staff. Stirling Council Libraries are continuing to offer the basic ECDL training to new recruits as well as the Council's own introduction to the Internet half day course which is offered to all staff.

The learning experience:

A key feature of the quality of the learning experience was the excellent rapport built up between the staff and the Council's ICT trainers. The first time pass rate for the ECDL modules was extremely high, which helped staff esteem and attitudes towards the training. Staff found it helpful to have a dedicated trainer throughout and the transition between the two ICT training provided was well-managed, although the initial trainer selection was a corporate decision with no reference to library staff needs or context. After discussions, staff transferred their training from CES to Keystrokes following Module 5. The relationships built up between Keystrokes and their learners were positive and led to successful training. When the focus switched to the advanced training, it was definitely an asset to have a trainer with knowledge and understanding of the library context, who was able to relate to the issues raised by staff. The pressures on single-staffed libraries meant that library staff could offer limited support rather than direct training to the public and expectations of the staff role had to be clarified. Stirling Council Libraries set up a pilot group to do ECDL testing online but those involved preferred paper-based assessment. Individual support was offered to some individuals who found the ICT learning very challenging.

"I was really pleased this morning - I did my first cut and paste job.⁵⁴"

"Whilst I never thought of using a computer before, I now have one at home and plan to use Access for some of my domestic things.⁵⁵"

Practical applications:

- Preparing booklists, posters, spreadsheets, press releases
- Web site design
- Setting up email accounts and putting families in touch
- Assistive technologies
- Advanced ECDL
- Troubleshooting
- Refresher courses
- Helping housebound users access computer facilities
- Use of web for stock selection and reader development
- Favourite websites include Yahoo, Google, eBay, Expedia and the BBC website.

Lessons:

The main features which contributed to the success of the training programme in Stirling Libraries were flexibility and staff attitudes towards the training.

Additional staffing would have helped to alleviate some of the logistical problems. Staff felt that the one day training courses felt like "cramming" to pass exams rather than a focus on knowledge and understanding. Almost all the staff from Stirling responding to the exit questionnaire circulated by SLIC thought the programme benefited from the ECDL accreditation.

"The member of staff was excellent - she quickly sorted out the problem I had in Word.⁵⁶"

Outcomes of the training:

Considering that 50% of the workforce is not especially young, the pass rates and attitudes towards the training far exceeded the expectations of managers, and some staff have achieved a high level of ICT skills. The staff were clearly encouraged to use their ICT skills but find it difficult to identify time to practice their skills. Visitor numbers to Stirling Council Libraries have increased by 9% since the introduction of the People's Network.

A group of users, based at Bannockburn Library, had used their library and its ICT as a springboard to acquiring accredited ICT skills. Bannockburn is an ECDL testing centre which was in existence as a Learning Zone prior to NOF

⁵⁴ Member of staff

⁵⁵ Member of staff

⁵⁶ Member of the public

funding. Users were in a group led by college tutors who used the library as a base for learning in the community. Some of the users aimed to use the ECDL certificate to improve their employment prospects, others to meet personal learning targets and some help them to contribute more in their existing workplace. The People's Network machines had been used for holiday research and bookings, information on personal interests or for price comparisons prior to purchase, studying online, and communication using Hotmail and Yahoo.

The staff were enabled to produce better quality materials without waiting for a graphic design input from Library HQ to produce posters, leaflets etc. They were able to create spreadsheets to check newspaper deliveries or word process book lists. A fortnightly column is produced for the local paper, which recommends books and highlights library news - this helps to promote the library service.

Sarah Jane Crawford, a student at the Department of Informatics in Strathclyde University carried out a Library IT Questionnaire while on placement in early 2004. She found that 74% of respondents used the ICT in the library at least weekly. The respondents gave their answers for preference to using the library's equipment as being

- Quicker
- Free
- Help on hand.

The questionnaire also asked about the advantages and disadvantages of using ICT in the library, finding:

Advantages
I like the peace and quiet and easy access Nice environment Virus protection good Time allocated keeps you focussed Reliable

Disadvantages
Queues for access Limitation of opening hours Restriction to one hour per day Cost of print-outs Background noise

Other benefits of the training:

One of the benefits of the training was the impact on teamworking. Stirling library staff did not often get the opportunity to work together and there is now a greater sharing of expertise, particularly in ICT. Prior to the NOF ICT training, the Stirling staff had not been brought together for computer training. The opportunity to work more closely together has had an impact on

the quality of teamworking and led to improved understanding of the services and closer communication across community libraries.

Ideas for future training:

- Extended Internet training
- The Invisible Web
- Quark Express Training
- Working with digital photographs – re-sizing, attachments,
- Using scanners
- Manipulating and compressing files
- Searching for images and saving large files
- More PowerPoint

Appendix 1

Methodology

1. Literature and documentation review
 - Review of the 2 major original reports
 - Review of other original documentation – NOF ICTL guidance and SLIC guidance
 - Review of original plans from local authorities
 - Review of SLIC guidance to training plan evaluation panels
 - Review of contemporaneous notes and content of SLIC/NOF seminars for local authorities and trainers
2. Review of statistical evidence
 - Scrutiny of the records collected by authorities
 - Collection of statistical information by NOF through their Annual Monitoring Reports
3. Exit Questionnaire circulated to a selection of staff to gather view on the
 - Overall effectiveness of the operational delivery of the ICTL programme in Scotland
 - Achievement of the Expected Outcomes and the Learning Experience
 - Achievement of Advanced Outcomes and the Learning Experience
 - Impact on Professional Practice
4. Views were sought from Scottish training providers on
 - Their experience
 - The readiness of the sector
 - Change management
 - Perceived gaps in the training and potential future training
5. Views were sought from Operational Managers on
 - Their experience
 - Their views on the readiness of the sector
 - Perceived flaws and weaknesses
 - Change management
 - Perceived gaps in the training and potential future training
 - Strengths and best practice
6. Case studies
 - Visits to a representative 6 local authorities
 - Case studies looking at the whole-service experience in relation to other aspects of the People's Network – planning, politics, operational challenges, partnerships, impact on service delivery and practice
7. Impact on practice
 - Identification of best practice in operational planning/ training delivery
 - Transferable lessons
 - Issues for national agencies in competencies and training needs

- **Appendix 2**
Evaluating the New Opportunities Fund ICTL Programme
Questionnaire for SLIC, May 2004

In 1999, the New Opportunities Fund (NOF) provided funding for a programme of training to support the roll-out of the People's Network, a three-strand programme involving ICT equipment for libraries, the development of content and training for public library staff.

Please tick the following, according to your own experience. You may add your own comments on the other side of the sheet or email r.arthur@slainte.org.uk if you want to discuss this further.

<i>Please tick</i>	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1. I have/will soon have completed a range of ICT training as part of the People's Network, e.g. ECDL ⁵⁷ training, and ICT in the library training like reader development and supporting the learning.					
2. The materials used in my training have been of a high quality (printed, electronic or other media).					
3. The trainers and others involved in my training have been knowledgeable and have explained ideas clearly and at an appropriate level.					
4. Training activities have been appropriate and suitably varied and training has been of good quality.					
5. The training catered for the way I like to learn (the balance of face-to-face, self-study, on-line).					
6. I have received an appropriate level of support during the training. Please identify overleaf, if you would like to.					
7. The pace of learning has been appropriate.					
8. The training has helped me to plan for my future professional/career development in relation to the use of ICT.					
9. As a result of my training I feel more confident about knowing when, when not and how to use ICT in my library work.					
10. The training is now having an impact on my work in the library. Please identify overleaf, if you would like to.					
11. I think it was a good idea to have ECDL certification as a result of this training.					
12. The training I have received will have a positive effect on the meeting the needs of my library users.					

⁵⁷ European Computer Driving Licence

Further information on Question 6

Further information on Question 10

Other comments:

Appendix 3

Evaluating the New Opportunities Fund ICTL Programme

Visits by SLIC, May 2004

In 1999, the New Opportunities Fund (NOF) provided funding for a programme of training to support the roll-out of the People's Network, a three-strand programme involving ICT equipment for libraries, the development of content and training for public library staff.

Agenda for interviews with training providers:

The questions below are designed to help you think through some of the areas concerned with the NOF training. You may be asked supplementary questions.

1. Outcomes of training

- 1.1. What are your views about the level of expertise achieved by staff as a result of the training?
- 1.2. Have the staff completed their training, including all the outcomes?
- 1.3. How would you rate the progress through the training against your expectations?
- 1.4. To what extent do you judge the staff will have achieved the training outcomes you were contracted to provide by the end of the training?
- 1.5. Were there, in your view, any gaps in the ICT training which you feel would help library staff in their work?
- 1.6. Are you able to suggest any additional ICT training which you feel would be useful for library staff?

2. Effectiveness of the training programme

- 2.1. To what extent, do you think the library staff were prepared for change?
- 2.2. How effective has the training programme been and what, in your view, might have made it more effective?
- 2.3. Did you review the original training plan?
- 2.4. What measures did you take to prepare the staff for change?
- 2.5. What feedback have you received on the quality of the materials?
- 2.6. Were there any problems caused by the access to ICT equipment?
- 2.7. To what extent was the training programme influenced by, operational issues, the ability to release staff, capacity, etc?

- 2.8. How was progress through the training managed?
- 2.9. How did you enable staff to comment on the quality of the training?
- 2.10. How good, in your view, was communication about the training? With operation managers/provider?

3. Quality of the learning experience

- 3.1. What is your view of the overall learning experience of staff?
- 3.2. To what extent do you estimate that the training enabled staff to meet the Expected Outcomes and the Advanced Outcomes?
- 3.3. Did you make changes to your training schedule or content and who instigated them? What was the most and the least successful?
- 3.4. What was the balance between face-to-face training, self-study, online learning and support?
- 3.5. Were there any issues about trainer's knowledge of integrating ICT into the library context?
- 3.6. How has staff progress been reviewed and evaluated?
- 3.7. What level of support have you been able to offer staff throughout the process?

4. Impact on library service

- 4.1. To what extent has the training programme changed the way in which ICT is used in the library?
- 4.2. What are your views on the level of staff confidence about using ICT?
- 4.3. Can you offer an example service change as a result of NOF training?

Appendix 4

Evaluating the New Opportunities Fund ICTL Programme

Visits by SLIC, May 2004

In 1999, the New Opportunities Fund (NOF) provided funding for a programme of training to support the roll-out of the People's Network, a three-strand programme involving ICT equipment for libraries, the development of content and training for public library staff.

Agenda for interviews with operational managers:

The questions below are designed to help you think through some of the areas concerned with the NOF training. You may be asked supplementary questions.

1. Outcomes of training

- 1.1. What are your views about the level of expertise achieved by staff as a result of the training?
- 1.2. Have the staff completed their training, including all the outcomes?
- 1.3. How would you rate the progress through the training against your expectations?
- 1.4. To what extent do you judge your staff will have achieved the Expected Outcomes by the end of the training?
- 1.5. Were there, in your view, any gaps in the ICT training which you feel would help library staff in their work?
- 1.6. Are you able to suggest any additional ICT training which you feel would be useful for library staff?

2. Effectiveness of the training programme

- 2.1. To what extent were you able to adhere to the original training plan?
- 2.2. How effective has the training programme been and what, in your view, might have made it more effective?
- 2.3. Did you receive any assistance with writing the training plan?
- 2.4. What measures did you take to prepare the staff for change?
- 2.5. How did you select your training provider?
- 2.6. How would you rate the quality of the materials?
- 2.7. Were you able to provide access to appropriate computers with good connectivity to the Internet for staff during your training?

- 2.8. To what extent was the training programme influenced by, operational issues, the ability to release staff, capacity, etc?
- 2.9. How was progress through the training managed?
- 2.10. Have you been asked to comment on the quality of the training?
- 2.11. How good, in your view, was communication about the training? With staff/provider?

3. Quality of the learning experience

- 3.1. What is your view of the overall learning experience of your staff?
- 3.2. To what extent do you estimate that the training enabled staff to meet the Expected Outcomes and the Advanced Outcomes?
- 3.3. Did you make changes to the training plan as a result of quality issues? What was the most and the least successful?
- 3.4. What was the balance between face-to-face training, self-study, online learning and support?
- 3.5. To what extent has NOF training and extended programmes raised the libraries' profile in the corporate agenda?
- 3.6. Have you changed your view on how ICT can be used in libraries? If yes, what was the driver for this change?
- 3.7. How has staff progress been reviewed and evaluated?
- 3.8. What level of support have you been able to offer staff throughout the process?

4. Impact on library service

- 4.1. To what extent has the training programme changed the way in which ICT is used in the library and how has this impacted on your own work?
- 4.2. How are you planning to further develop the use of ICT in the library?
- 4.3. What are your views on the level of staff confidence about using ICT?
- 4.4. To what extent is the NOF training impacting on service delivery and what feedback can you offer to support this from customers, partners and others?
- 4.5. Can you offer an example service change as a result of NOF training?
- 4.6. To what extent do you intend to use the community planning process to take ICT forward in communities?

Appendix 5

Evaluating the New Opportunities Fund ICTL Programme

Visits by SLIC, May 2004

In 1999, the New Opportunities Fund (NOF) provided funding for a programme of training to support the roll-out of the People's Network, a three-strand programme involving ICT equipment for libraries, the development of content and training for public library staff.

Agenda for interviews with staff:

The questions below are designed to help you think through some of the areas concerned with the NOF training. You may be asked supplementary questions.

1. Outcomes of training

- 1.1. What level of expertise did you have before the training?
- 1.2. When did you complete, or when do you think you will complete, your training?
- 1.3. How would you rate your progress through the training?
- 1.4. To what extent do you judge you will have achieved all the Expected Outcomes (ECDL, reader development, supporting the learner) by the end of the training?
- 1.5. Were there, in your view, any gaps in the ICT training which you feel would help you in your work?
- 1.6. Are you able to suggest any additional ICT training which you feel would be useful for library staff?

2. Effectiveness of the training programme

- 2.1. How effective has the training programme been?
- 2.2. Were you given any formal introduction to intended outcomes of the training programme by your service manager?
- 2.3. How would you rate the quality of the materials?
- 2.4. Have you had access to appropriate computers with good connectivity to the Internet during your training?
- 2.5. How well was the training programme managed?
 - 2.5.1. By the authority
 - 2.5.2. By the provider
- 2.6. Have you been asked to comment on the quality of the training?

- 2.7. What contact have you had with the training organiser?
- 2.8. How good, in your view, was communication about the training?

3. Quality of the learning experience

- 3.1. Did you complete a training needs analysis to establish your skills at the beginning of the training?
- 3.2. To what extent do you estimate that your individual training needs have been met?
- 3.3. In your view, how well was the programme delivered? Did you find it a motivating experience? What was the most and the least successful?
- 3.4. What was the balance between face-to-face training, self-study, online learning and support?
- 3.5. Was your individual learning style taken into account? Did you feel this had an impact on your learning?
- 3.6. Have the trainers and others involved been knowledgeable about ICT? Have they helped you to see how using ICT can improve your library work?
- 3.7. To what extent have you been helped to review and evaluate your progress through the training?
- 3.8. How well do you feel you have been supported through the training (face-to-face, through appraisal, email, phone, focus groups etc)?
- 3.9. If you have finished your training, how do you know? Have you been helped to identify further training needs?

4. Impact on library service

- 4.1. To what extent has the training programme helped you to use ICT with users in the library and in your own work?
- 4.2. Have you been encouraged to make use of your training in the library?
- 4.3. To what extent are you confident about using ICT in your normal, everyday work?
- 4.4. To what extent is the NOF training impacting on your work in the library?

Can you offer an example of what you can now do as a result of your training?

Appendix 6

Evaluating the New Opportunities Fund ICTL Programme

Visits by SLIC, May 2004

In 1999, the New Opportunities Fund (NOF) provided funding for a programme of training to support the roll-out of the People's Network, a three-strand programme involving ICT equipment for libraries, the development of content and training for public library staff.

Agenda for interviews with user focus group:

The questions below are designed to help you think through some of the areas concerned with the NOF training. You may be asked supplementary questions.

1. Changes in the library

- 1.1. What are your views about the level of ICT expertise which staff have?
- 1.2. What changes have there been in the range of services which the library offers?
- 1.3. What have these changes enabled you to do?
- 1.4. What areas do you think need to be developed and improved?