

Developing Cross Sector Library Services

a college/ local authority model

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Executive Summary

The aim of this report is to provide guidance for the library and information services community in relation to operating a fully integrated shared service arrangement based on the experience of the John Wheatley College/ Culture and Sport Glasgow collaboration.

Between June 2006 and September 2007 John Wheatley College undertook an action research project, funded by SLIC, which studied a newly established shared library service between the College and Culture and Sport, Glasgow.

The aims of the research project were:

- a) to identify and articulate the critical success factors in terms of resources, skills, organisational structures and practices which impact on good practice; and
- b) to develop a definitive set of essential requirements for planning shared service arrangements and identify key elements for inclusion in a model service level agreement.

The report shows that the shared service operation had resulted in:

- An improved range of user support services facilitated by a new pool of local and centrally provided expertise and experience;
- Audit Scotland returns showing significantly greater use of local information and learning services;
- An increase of 36% in issues between August 06 and July 07 when compared to 05/06;
- A 50% increase in pc taster sessions over the same period;
- Increased enrolments from people who otherwise would have had no contact with the college;
- Staff upskilled and enjoying a broader, more varied work experience; and
- Extended opening hours.

The report identifies key elements for successful partnership

- A commitment to partnership at all levels based on a shared vision;
- A shared commitment to a high quality single service approach for all users;
- An enabling Service Level Agreement which leaves scope for operational decisions to be made by operational staff;
- Clear roles for partners;

- All library service staff are employed by a single partner (in this case the primary provider of library services was Culture and Sport Glasgow);
- The management of service delivery and development through a joint operational group;
- A single library management system;
- Shared service spaces (to ensure equitable access for all users);
- A common communications system (College's FirstClass email and conferencing, also used by local community); and
- Integrated staff development opportunities.

The report highlights the flexible staff attitudes as a key success factor and concludes that in terms of staff training:

- the skills required to locate information items, issue them and manage their return are the same regardless of the nature of the library service; and
- the specialist knowledge required to support users in a particular sector comes through experience and on the job training and can be transferred from one group of staff to another.

Introduction

This report was commissioned by the Scottish Library and Information Council through its Innovation and Development Fund.

Using the example of the recent partnership development between John Wheatley College and Culture and Sport Glasgow (formerly Glasgow City Council's Cultural and Leisure Services), the report assesses the impact of a fully integrated shared library service model in terms of:

- the contribution such an arrangement can make towards efficient government;
- the impact on service and workflows of delivering such a service;
- the value/impact of delivering college IT and learning services within a public library;
- the effectiveness of the service level agreement and operating arrangements developed by the partners;
- the issues arising from the integration of different quality systems to appraise the standards of services provided to both learners and the public; and
- identifying critical success factors and examples of good practice in relation to planning and operating such joint services.

The report is intended to provide guidance for the library and information services community in relation to operating arrangements for a one door approach to library and learning resource at the heart of the community by reviewing the first year of operation.

The project sought to address the Scottish Library and Information Council priority areas:

- **Access and content**
The effect shared services has on user behaviour and borrowing patterns and materials, in signing up to learning etc.
- **2020**
The key elements for inclusion in a model service level agreement between a college and local authority library service
- **Workforce development**
An examination of particular training issues raised by this form of shared service and new roles for staff in supporting users in different ways because of the co-location of formal learning with the public library and those who use the facility for leisure and informal learning.

For simplicity, the report will refer to the public library partner as Culture and Sport Glasgow regardless of whether or not the agency was at the time in its new form or as it previously existed, Glasgow City Council's Cultural and Leisure Services.

Regeneration and the Bridge

Greater Easterhouse has experienced a period of significant regeneration both in terms of local housing and public services facilities, supported by the former Social Inclusion Partnership and now Glasgow Community Planning Partnership.

Prior to 2000, John Wheatley College's Easterhouse campus was housed in a former secondary school. As the role of the college in the community expanded it became evident that the physical structure of the campus was inadequate for its purpose. At the same time the adjacent public swimming pool and public library buildings were in need of replacement. The local arts company had long been in need of a permanent base from which to continue their work in the community.

In 2001, the College built a new campus building between the Westwood Business Centre and the old swimming pool in Easterhouse.

At its original conception, with support from local elected members and the Social Inclusion Partnership Board, the new building was designed as part of a concept known as the 'Cultural Campus', intended to bring together arts, cultural and physical activities with public library and information services and College-supported learning opportunities into one learning and leisure complex.

In June 2006, the Cultural Campus vision was realised with the opening of the Bridge.

As well as the adjacent college, the well used leisure and learning complex houses a pool, theatre, video and audio recording and editing studios, a café and a Real library and learning centre managed in partnership between John Wheatley College and Culture and Sport Glasgow, who also contribute to management of the overall complex.

The Bridge physically joins the College to the swimming pool and other leisure services.

The leisure and learning complex is well used by local people who frequently use the complex for multiple activities.

The building also houses the offices of the National Theatre of Scotland's Young Company.

Background to the partnership

John Wheatley College

The College works in partnership with local planning organisations, regeneration agencies and community groups to provide learning opportunities and support designed to enhance personal and group capacity for people living in areas characterised by significant areas of poverty and ill-health.

College services are provided for most part to the communities of the East Centre and Calton and the Baillieston and Greater Easterhouse Community Planning areas.

The John Wheatley College Easterhouse campus serves the communities of the Shettleston Baillieston and Greater Easterhouse Community Planning area,

A significant proportion of the College's learning opportunities and support for learning takes place in the communities it serves.

The College supports learning networks in these areas and manages on behalf of the community the Greater Easterhouse Learning Network, a network of 12 independently managed learning centres connected to the College's networks and sharing its Internet connection, bringing both informal and tutor-supported learning opportunities to local people.

The aim of the College's support for local learning networks is to combat the effects of digital exclusion arising from local poverty and lack of access to Internet infrastructure, bringing Internet-based learning opportunities to local people.

Culture and Sport Glasgow

Culture and Sport Glasgow is the company created to take on for Glasgow City Council the role which was formerly that of Cultural and Leisure Services, and manages Glasgow's public libraries, museums, sports and leisure facilities and statutory youth services.

Culture and Sport Glasgow supports learning in the City by means of:

- providing support for local adults through its Local Collaborative Programme;
- supporting diversionary programmes for young people based on informal learning settings and through the signposting of learning opportunities for young people through its street work operations;
- supporting local learning opportunities through its network of Real library and learning centres (also part of the Learndirect Scotland network) and;

- providing healthy recreational services such as sports centres and swimming pools with tuition services to enable local people to adopt healthier lifestyles.

Previous partnership arrangements

Prior to the new library services partnership, the College had engaged in partnership with Culture and Sport Glasgow in 4 main areas:

- through participation in the Greater Easterhouse Learning Network: Culture and Sport Glasgow hosts one of the learning centres in the Ruchazie Community Centre which also serves as a learning venue for groups such as the Craigend Elderly Forum;
- as members of the Lifelong Learning Groups of the two East Glasgow Community Planning Partnership areas;
- as members of the local Youth Networks with the Youth Services teams; and
- through work within the context of the Local Collaborative Programme.

These previous partnership operations enabled the development of significant trust between the College and Culture and Sport Glasgow at all levels.

There had been no previous significant partnership operations between the College and Culture and Sport Glasgow's library services other than through membership of the Real learning network. Real was formed in 1999 as a response to the learning needs of Glasgow to offer free and online learning in library based learning centres across the city.

Prior to the new partnership arrangements, although it had withdrawn from membership of the Glasgow College's Group in 2001, the College had remained part of the 'Next Generation Libraries' project in which the disparate library management systems of the Glasgow colleges had been replaced by a single networked Horizon system, managing the stock of all the Glasgow colleges. The new common system was intended to facilitate new Further Education library service collaboration in Glasgow, eventually working (using the z39.50 protocol) with other library services sectors in the City to support more efficient and effective learning resource services. The College's continued involvement in this initiative reflected its commitment to the wider sharing of learning resources through library services, but the move to a service shared with Culture and Sport Glasgow offered a similar opportunity on a larger scale which was immediately realisable

Partnership arrangements

The partnership is supported by an enabling service level agreement, signed in July 2006, which:

- set out the main roles for partners;
- facilitated the transfer of staff from John Wheatley College to Culture and Sport Glasgow;
- transferred stock from the College to Culture and Sport Glasgow; and
- identified the IT systems to be used to support the service.

The roles set out for the partners are straightforward and clear:

- Culture and Sport Glasgow delivers library services to both general public and college students; and
- John Wheatley College delivers learning support for classroom-based students, flexible learning students and the public.

The service level agreement imposed few operational details and enabled College and Culture and Sport Glasgow operational managers to form appropriate operational arrangements. It has been overseen by a steering group with senior and operational managers from both services and supported by the participation of the Scottish Library and Information Council, providing external reassurance to both partners in relation to potential concerns about service quality.

The service level agreement has been followed as signed with the exception of arrangements for managing stock.

The partnership has been managed through meetings involving various staff as appropriate:

- weekly informal meetings between flexible learning and library staff;
- monthly meetings of an operational group with representation from the College through the Information and Learning Services Manager (chair), Flexible Learning Course Tutor and Learning Network Support Officer, and from Culture and Sport Glasgow through the Area Coordinator, Customer Services Supervisor and library staff including staff previously employed by College; and
- quarterly meetings of a steering group with senior staff from both partners and representation from operational management from both parties.

To ensure appropriate support for academic library service requirements, there is also senior Culture and Sport Glasgow representation on the College's Academic Board.

Staff from both services also attended an international conference on joint use libraries in order to compare approaches taken by others working within similar arrangements. This confirmed that the arrangements had avoided most of the problems experienced by similar, less fully integrated operations.

Learning Support

Learning support in the Bridge is available through the College's flexible learning support service.

Learning support for the public:

There are opportunities for learning support for the public through a variety of mechanisms:

- **Introduction to local online information services**

with help as required for the essentials of using a Web browser, supported through a combination of online resources, paper-based support materials and staff.

This service is available during all opening hours.

- **PC taster sessions**

supported in all Real learning centres in Glasgow, these short taster sessions introduce basic concepts and the opportunity for a little hands-on practice for members of the public lacking confidence to join a college-based course.

These sessions are supported by library service staff who introduce members of the public to College flexible learning support staff as part of the programme.

These sessions are available Monday to Friday, normally during office hours.

- **Flexible learning programmes in IT, communications and numeracy skills**

supported using an individual learning plan designed to take account of the learner's starting point, aspirations and potential impediments to realising her/his goals, set up and reviewed with the College's Flexible Learning Course Tutor.

These sessions are supported by College teaching staff.

This service is supported Monday to Friday during normal class times, but learners may practice at any time during opening hours.

Learning support for College students

Flexible learning support is also provided for College students in the form of support for information retrieval skills development. Students' flexible learning goals are agreed in the context of course learning goals and later reviewed with course tutors during the guidance times set aside for the duration of the students' courses.

This service is supported Monday to Friday during normal class times, but learners may practice at any time during opening hours.

Learning support for young people

The Bridge supports young people in an informal programme 'Youth Access to Multimedia' which runs each Saturday between 11:00 and 15:00, providing the opportunity to get support in areas of interest to the young people themselves, including for the installation and setup of games, use of the Internet as a research tool, software-based music creation and the use of basic animation software.

Aspects of this service are described in more detail in Appendix Two.

Learning Resource Organisation

The service level agreement provided for the transfer of stock and its management from the College to Culture and Sport Glasgow.

The service level agreement allowed for the initial use of both the City Council's Galaxy library management system and the College's Horizon system, managed through the Next Generation Libraries Project.

However, operational managers from both parties requested that the stock be merged into the Culture and Sport Glasgow's collection and that it be managed through the Galaxy system. Cataloguing expertise was brought in from the Mitchell Library located in the centre of Glasgow, providing an early example of the benefits of the new arrangements: the College had in its last year operated its service without cataloguing expertise.

The system uses the UKMARC standard, which provided some challenges in records transfer from the MARC21 Horizon system.

College students now have access to all of Culture and Sport Glasgow's public collections and can reserve items which would not previously have been available through the College.

Online learning resources

College students now have access to Culture and Sport Glasgow's online reference collections including:

- **CSA:** an online indexing and abstracting service which covers resources in science and technology and the humanities;
- **COBRA:** the Complete Business Reference Adviser;
- **Encyclopaedia Britannica;**
- **News UK:** a keyword-searchable, online regularly updated database of popular national and regional British newspaper and magazine titles;
- **Know UK:** a database of information about the UK;
- The **Oxford Dictionary of National Biography;**
- **Salsar:** the Union catalogue of the periodical holdings of Scottish universities, the municipal research libraries of Edinburgh and Glasgow (The Mitchell), numerous smaller Scottish research libraries and the National Library of Scotland;

- The **Scottish Cultural Resources Access Network** (SCRAN): website provides access to digital materials representing Scotland's culture and history; and
- **Credo** reference: (formerly **xreferplus**), which includes encyclopaedias, dictionaries, thesauri, conversion tables and books of quotations.

John Wheatley College had previously subscribed to Xrefer Plus, so was able to achieve a small saving, and also provides access to the JISC resources freely available to Further Education Colleges, including

- **Intute**: Virtual Training Suite: Arts and Humanities, Social Sciences, Health and Life Sciences, Science Engineering and Technology;
- **Axis**: the online resource for contemporary art;
- The **Visual Arts Data Service**;
- **Biz/ed**: for students and educators in business studies, economics, accounting, leisure, sport & recreation and travel & tourism; and
- The **Cochrane Library**: high-quality, independent evidence to inform healthcare decision-making.

Staffing

The College employed 3.5 full time equivalent staff to support its library service. This included one professional post. Culture and Sport Glasgow supported its public library service through a combination of core staff and those from other services, with centrally provided ordering and cataloguing services.

The library services team which formed as a result of the transfer of staff from the College to Culture and Sport Glasgow agreed as a matter of principle to base operational decisions on their common experience, which was to provide information and library services to a user group to the best of their ability. The team immediately recognised that they were all committed to high quality of services to users regardless of original service location, and that they had been engaged in similar tasks supporting similar information and library service needs.

Staff supporting the service have access to and take advantage of both Culture and Sport Glasgow and the College's staff development services, including opportunities arising from College networks (e.g. JISC's SW Scotland Regional Support Centre, the Scottish Further Education Unit etc). Library service staff also participate in College Quality Day programmes.

All staff have user accounts enabling communication with staff and learners using the FirstClass communications software deployed to support digital aspects of the College's learning environment and used throughout the local community. The Bridge service is unique in enabling library service staff to communicate with learners in this manner.

All service staff are aware of the range of assistive technology support provided to library service users by the College, which includes support from specialist staff to overcome barriers and develop skills with new technical solutions.

Importantly, the library service is represented on the Academic Board which considers College plans and academic developments. Priorities for service development are also developed using the mechanism of meetings of library staff with curriculum leaders.

The experience of the first year has confirmed that a background of working in a particular sector is **not** a critical requirement for individual members of staff:

- the core skills required to support users are the same regardless of background. The skills required to locate information items, issue them and manage their return are the same regardless of the nature of the library service; and
- the specialist knowledge required to support users in a particular sector comes through experience and can be transferred from one group of staff to another.

The shared service staff now have significant experience of serving both college and public user communities. Staff from both original backgrounds have confirmed that serving wider populations with different detailed needs has led to richer, more varied and rewarding work. They have also recognised the value of working alongside colleagues with experience of areas different to their own.

ICT Integration

Stock is managed using Culture and Sport Glasgow's Galaxy library management system and network connections provided by the Culture and Sport Glasgow data network. Galaxy's configuration requires access via the City Council's network. Use of the Culture and Sport Glasgow network allows staff access to other Glasgow City Council services. Library staff also have access to the college's networked IT services.

The College supports flexible learning and access to information services (including access to the Internet) in the Bridge through its network and Joint Academic Network (JANET) connection, authenticating network access through its Active Directory domain controller.

Internet access to Culture and Sport Glasgow's online reference set is provided as a benefit of City library membership.

Library service staff use PCs connected to the College network when supporting PC users, and can access both networks at the learning support service reception area.

The College currently uses the FirstClass email and conferencing system, whose use also extends to the wider Greater Easterhouse community, and which was extended to the library service as part of initial partnership development. Use of the system by Culture and Sport Glasgow staff extends to:

- individual mail for direct communication with curriculum leaders and others;
- conferences for communication with College-based user groups including all staff, students, curriculum leaders and potentially curriculum staff groups; and
- conferencing for internal group communication, allowing College information and learning services staff to communicate with the wider library services team.

The FirstClass service is available to both networks via free client software and a web-based interface enabling access through an Internet connection.

Library services are promoted internally on the student pages of the College website, and externally with other Bridge services on the Pathfinder community information service website (supported by Glasgow Community Planning Partnership and provided as part of the College's support for community learning networks).

Both FirstClass and web services are used to enable access to library services. FirstClass services are available for particular curriculum groups and are used for stock selection requests.

All Bridge users are able to gain support for the development of their information skills from College tutors.

All College learner information services are supported regardless of location. Similarly, the Culture and Sport Glasgow catalogue, reservation and renewal services are available via the Council's web-based catalogue, a link to which is provided on the College's website in the student section.

Library services have contributed content for the students' section of the College website.

The catalogue gives information about all the resources available to support learning in Culture and Sport Glasgow's service, and is not limited to information about stock held in College locations, enabling access to a wider range of resources for College users. For example, learners have requested books from other libraries including Mitchell Library stock.

Bridge information services users have access to both Council and JISC online services.

Services such as reservations, renewals and access to online collections are available using the web interface.

Access to the College's online collections is facilitated via devolved Athens authentication without the need for additional user accounts or passwords; access to the Culture and Sport Glasgow collections is via the Culture and Sport Glasgow service membership number.

The operational group developing the service plans to consider access and licensing issues relating to online services later in session 2007/8 (this was a target for session 2006/7 but slipped in favour of a focus on more immediate service development needs).

User Support

Users of the flexible learning and library service are supported by various members of staff from the wider team comprising both College and Culture and Sport Glasgow staff.

Initial enquiries are handled by library service staff, flexible learning support assistants or tutors according to the user's choice of the staff there at the time, and are referred to the appropriate service support.

Users seeking flexible learning support are directed to College staff who support the development and review of individual learning plans. Flexible learning students are supported through initial and review meetings with the College's Flexible Learning Course Tutor. Classroom-based students are supported in the development and review of their individual learning plans by the appropriate course tutor, including progress made towards their flexible learning aims.

Culture and Sport Glasgow staff support students as part of their induction experience, including providing an overview of the whole Bridge service set and an introduction to staff supporting flexible learning operations.

Users with needs which can be better supported via assistive technology have the opportunity not only to gain access to the technology but are also offered the opportunity of an interview with the College's Support to Learn staff to gain support in its use.

Users who express interest in use of PCs, who need an introduction to them but who lack confidence in enrolling for support by the College, get the opportunity of taster sessions, which can lead to enrolment for tutor support.

The Galaxy system is available online 24/7 using a browser from any connected location. The College web pages also provide access to a variety of network based learning resources.

The College website provides links to College online resources listed according to curriculum areas.

Accessibility and Inclusion

The new combined library and flexible learning service is made more accessible than the previously physically separate services to students on mainstream programmes by entrances from two floors on the west side of the original college building which now extends into the Bridge. Previously the service was accessible only via a door from the main concourse, which now affords the third direct entrance to the library and flexible learning space from the College.

The Bridge library and learning centre is accessible to the public via the college or via the main entrances on the north, west and south side of the Bridge.

As with previous service arrangements, the induction experience provided to students includes a visit to the library.

Information retrieval skills development opportunities are offered to all students, supported by tutors at most times in the library and flexible learning centre. Information is provided to support access to and use of collaborative services e.g. benefits of Glasgow City Council library membership.

Induction materials and information about library and learning support services are made available using the College website, which is itself a feature of induction.

Online services are delivered consistently to users regardless of location or technical context and are provided outwith college opening hours.

Both Culture and Sport Glasgow and the College have inclusive access policies and comply with or exceed legislative requirements relating to equalities. Equalities training is provided and available to staff from both partners as part of College Quality Days. College web services are provided in an accessible format based on cascading style sheets and learning materials can be produced in alternative formats. In addition, promotional materials are designed to promote cultural diversity.

Networked software is available to support visual impairments, learning disabilities and dyslexic users. This significantly enhances the range and availability of assistive technology for the general public compared to the previous public service, and help is available from College specialists to support its use. In addition, alternative formats of information sets can be produced as required.

Tutor-supported service users complete individual learning plans and are made aware of the assistive technology available should they require it. Referral procedures are in place for more specialist support.

The College also supports a literacies project which runs community services from the Bridge library and learning centre.

The service also supports partnership operations to support access to facilities for young people (e.g. Thursday evening Girls' Group sessions and Saturday afternoon tutor support).

The wider range of services available in the Bridge supports casual enquiries and greater accessibility of information and learning services to those using other facilities. Staff who formerly supported the public library service under the previous separate arrangements confirm that not only is there greater use of the facilities by younger people but also that much of the public access to all Bridge services is by family groups, particularly at weekends.

Quality Assurance and Improvement

The new partnership is subject to both College and public service quality systems.

The College is quality assured through the Scottish Funding Council/ Her Majesty's Inspectorate of Education quality framework. Culture and Sport Glasgow are quality assured through Audit Scotland and Chartermark.

The College requires identification of learning resources and library facilities required for delivery as part of its Programme Planning approval processes.

Curriculum team annual reports evaluate the effectiveness of resources to support the curriculum.

Library representation on Academic Board ensures formal communication processes between service users and service delivery.

Targets for the library service are set in the context of overall College planning.

Meetings are held with curriculum leaders to determine service nature.

Learning resource service staff attend course team meetings as appropriate.

The Information and Learning Services Manager regularly reports progress with service development to the College's Strategic Management Team.

In session 2007/8, library service staff will contribute to the development of the College's new ICT Strategy.

The College service was annually evaluated by service staff using the Scottish Library and Information Council's toolkit '*Resources and Services Supporting Learning*', and this approach was continued during the first year of operation. In 2006/7 the grades were:

Learning Resource Organisation	Good
Staffing	Very Good
ICT Integration	Very Good
User Support	Very Good
Accessibility	Very Good
Inclusiveness	Very Good
Quality Assurance and Improvement	Very Good

The team concluded that overall there had been an improvement in the service, in particular relating to the new pool of local and centrally-provided expertise and experience leading to an improved range of user support services, now accessed by all groups of users.

From the local authority service perspective, Audit Scotland returns show significantly greater use of the local information and learning services.

The recent Charter Mark award to Culture and Sport Glasgow's library services was partly based on a visit to the Bridge.

That the service development approach and operation matches good practice guidelines for shared library services was confirmed by a delegation to the international Joint Use Libraries conference held in Manchester in June 2007. The conference demonstrated while usually joint user library services showed gains compared to separate services and that the major operational problems faced by joint use library services elsewhere arise from:

- separate service areas for different user groups;
- separate library management systems for different user groups;
- staff providing the same services but employed by different agencies with different terms and conditions;
- a single staffing arrangement but separate service management; and/ or
- mismatch of missions.

The Bridge service has addressed these issues and avoided the problems which would likely have occurred otherwise.

Initial impact of the new partnership

A crude measure of impact of an information and library service partnership is available by comparing issues of the new joined service against the aggregated issues of the original separate service.

Between Aug 05 and July 06, the combined issues for the two services were 74,800. Between Aug 06 and Jul 07 the overall issues were 102,100: an increase of 36%. This increase should be seen in the context of a recent steadying of an overall drop over the last few years in the number of issues from Glasgow's public library services.

Between Aug 05 and July 06, the adult non-fiction issues for the two services were 13,882 (all the former College stock being non-fiction). Between Aug 06 and Jul 07 issues were 20,790: an increase of 50%. Were only fiction issues to have increased it would have been regarded as a positive indicator that literacy would be improved as a consequence, but the disproportionate increase in non-fiction issues demonstrate an increase in factual learning, particularly among students but also including the public gaining access to the College's stock not reserved as class list collections.

Both partners are committed to the provision of learning services for young people in a wide range of forms, and collaborate through membership of local youth networks and as operational partners in the Youth Access project as well as now through the Youth Access Saturday service. One of the consequences of having a youth-friendly service as well as partnership support in the form of youth workers and tutors is that the Bridge is seen by young people as a cool place to be.

Between Aug 05 and July 06, the Junior Fiction issues for the public service were 11290 - between Aug 06 and Jul 07 the Junior Fiction issues were 24619: an increase of 118%.

Between Aug 05 and July 06 the Junior Non-Fiction issues for the public service were 5627 - between Aug 06 and Jul 07 the Junior Non-Fiction issues were 9363: an increase of 66%.

The partners' commitment to young people comes from both partners' recognition that regeneration requires sustained efforts over long periods which require significant investment to enhance local literacy levels overall, the blunt measure afforded by the issues statistics is encouraging in terms of the impact of the new partnership services for the future.

Between Aug 05 and July 06 the PC bookings in the original public library service were 18,957. The College did not need to keep data on PC usage in the library area and so had no figures for usage for the previous separate service. Between Aug 06 and Jul 07 the PC bookings were 70,419. Anecdotal evidence from both groups of staff confirms that neither previous service experienced the usage per PC that the new service records. The new service has available 54 PCs, while the original separate service had available a total of 36 PCs.

The availability of more PCs and the increase in public footfall afforded by the Bridge partnership has seen an increase in PC taster sessions, from 71 between July 05 and July 06 to 109 between Aug 06 and Jul 07: an increase of 54%, now with natural progression to flexible learning enrolments because of the integrated team operations.

Good practice approaching shared service development

The Scottish Library and Information Council requested that evaluation of the new partnership produce good practice guidelines for the development of shared library services.

The operational group discussed this objective as part of its self-evaluation exercise in relation to a review of literature relating to Joint Use libraries by Dr Alan Bundy "Joint-use libraries - the ultimate form of cooperation", a chapter contributed to "Planning the modern public library building" edited by Gerard McCabe and James Kennedy and published by Libraries Unlimited, Westport, Connecticut, USA 2003.

The chapter included a checklist for use in approaching a shared service based on that developed by Wisconsin's Department of Public Instruction (1998). The operational group noted that while aimed at school/public library collaborations it was nonetheless generally applicable to the new service, confirming the soundness of developments. It was decided to the checklist in this report as a means of considering the approach taken in the development of the partnership between John Wheatley College and Culture and Sport Glasgow.

Heading	Checklist item (Dr Alan Bundy)	Applied to Bridge library services	Recommendations for Scottish college/ local authority collaboration
Planning	Similarities and differences in the mission statements of the school library and the public library are understood and reconcilable	Both parties serve same disadvantaged communities using inclusive approaches. Operational teams aware of similar missions	Similarities and differences in the mission statements of the partners are understood and reconcilable
	The school and public library catchment areas are similar	The Bridge serves needs within the Shettleston, Baillieston and Greater Easterhouse Community Planning Partnership area.	The partner catchment areas are similar
	A preliminary	Planning for the cultural	A preliminary

	feasibility study has been conducted	campus involved several partners and consultation mechanisms over several years	feasibility study is conducted
	Relevant groups have examined the complementary roles of school and public libraries and are aware of the services, resources, and access that must be offered to meet the needs of both client groups	The College and Culture and Sport Glasgow took over a year to consult groups associated with both services in pre-service level agreement discussions.	Relevant groups examine the complementary roles of partner libraries and are aware of the services, resources, and access that must be offered to meet the needs of both client groups
	Community groups are involved in, and support, the decision to have a joint-use library	At the time of planning the Social Inclusion Partnership used extensive consultation about the proposed arrangements including the use of its 'People's Panel'	Community groups are involved in, and support, the decision to have a shared service library
	Teachers and the Student Representative Council are involved in, and support, the decision to have a joint-use library	The developments were part of the College planning processes which include representation from Students' Association and trade unions	Teaching staff and the Student representatives are involved in, and support, the decision to have a shared service library
	The parties that will govern the library will	An enabling service level agreement	The partners that will govern the library will

	define their responsibilities in a formal agreement	underpins the partnership and defines roles and responsibilities. Operational responsibilities are managed through a joint operational group.	define their responsibilities in a formal agreement
	An evaluation program will be specified in the agreement.	The service is evaluated as part of wider processes in both parties, and the operational group has set a target of developing a single evaluation exercise to suit the needs of both the College and Audit Scotland. The College developed recording processes for PC usage in response to public service evaluation requirements. The participation of the Scottish Library and Information Council in the project also ensured appropriate ongoing evaluation of service developments.	An evaluation programme is specified in the operational agreement.
	Dissolution of the joint-use library will be provided for in the agreement	Dissolution of the agreement is not covered. The College collaborates across a	Dissolution of the joint-use library is provided for in the agreement

		wide range of services with Culture and Sport Glasgow and adjusts its collaboration according to community needs.	
	Population growth or decline projected for the catchment area has been considered	The development of the Cultural Campus has been part of overall Community Planning processes, and the College considers demographic change as part of its planning.	Partners take account of demographic trends and community profiling in their planning
Administration and funding	The operation of the library has been agreed to, including the opening hours, budgeting, access to resources and activities, and authority for daily decision making	The service level agreement defines essential operational parameters and a combination of informal weekly and formal monthly meetings oversees operations	The operation of the library has been agreed to, including the opening hours, budgeting, access to resources and activities, and authority for daily decision making
	Collection development and access policies consistent with the mission statements have been developed for both the school and public library use	Collection development policies were developed prior to shared service arrangements. A new College collections policy will be developed in session 2007/8	Collection development and access policies are appropriate for both partners

Access to information, resources and facilities	A policy for access for all age groups and maturity levels has been agreed	Services support all ages and maturity groups including specialised sessions for young people, taster sessions for older people etc. Culture and Sport Glasgow has existing policies for age-related access to information resources.	A policy for access is agreed
	It is accepted that children and teachers from other public and private schools in the community may use the library	The public library ethos matches College inclusiveness ethos and partner operations, developed to include schools visits and public access to learning resources in partner centres in the Greater Easterhouse Learning Network	It is accepted that there will be public access to the library facilities
	It is accepted that home schooled children and their parents may use the library	The service is available to the public	It is accepted that there will be public access to the library facilities

	<p>The library will be accessible by the public at any time it is open, and through a visible public entrance</p>	<p>The library is open even when not staffed, normally three main entrances are open and study space and self-issue services are available</p>	<p>The library will be accessible by students and the public at any time it is open, and through a visible public entrance</p>
	<p>Censorship, internet access and filtering issues have been addressed</p>	<p>The College systems and practice are similar to Council's. The College currently uses the Bloxx system.</p>	<p>Censorship, Internet access and filtering issues are addressed and acceptable use policies agreed</p>
	<p>It is recognised that the group licensing of electronic products may require special negotiation and investment</p>	<p>Licensing issues are to be addressed as part of continuing collaboration with the Scottish Library and Information Council and JISC Collections with local advice from the JISC Regional Support Centre</p>	<p>It is recognised that the group licensing of electronic products may require special negotiation and investment</p>
	<p>The library provides adequate space to implement the full range of school and public library services and technology</p>	<p>The service enabled significantly greater space and more partner services elsewhere in same building available than previously in the two separate services</p>	<p>The library provides adequate space to implement the full range of college and public library services and technology</p>

	The library has potential for extension	Extension is not within current plans, designed to suit historical and projected community profiling	
	A process for identifying and addressing future space needs is included in the agreement	The operational group is considering overall space usage requirements including reorganisation and refurbishment of areas previously housing College services in session 2007/8, although this was not included in the service level agreement	
	The need for some clients to be transported to the library is recognised	There are transport arrangements through the City Council for the public, through various arrangements for groups with disabilities and through youth work partners for some youth sessions	The need for some users to be transported to the library is recognised
	The possible need for the library to offer a home delivery service is recognised	Home delivery arrangements are part of normal Culture and Sport Glasgow operating arrangements	Flexible delivery mechanisms are considered

	The title of the library will make it clear who may use it	Inclusive title 'Library at the Bridge' implies no particular group of users	The title of the library makes it clear that it is a public facility
	The importance of directional and site signage is recognised	The Bridge signage is supported by the overall Bridge partnership	The importance of directional and site signage is recognised
	Furniture, furnishings and ambience is as non institutional as possible	The Bridge is an award-winning design for public space and plans to further improve original College areas are being developed	Furniture, furnishings and ambience is as non institutional as possible
	A community meeting room is available	The Bridge is used for various community groups, some accommodated by the College, supporting further community collaboration	Community meeting spaces are available
	Provision is made for people with disabilities	The Bridge partners are committed to supporting people with disabilities and legislative requirements are adhered to	Services are made as accessible as possible
Attitudinal factors	Decision-makers, administrators and employees are genuinely enthusiastic about the project and	The enthusiasm of staff was an essential aspect of establishing the service based on the enabling service level	Decision-makers, administrators and employees are genuinely enthusiastic about the project and

	dedicated to making it work	agreement and is probably the key success factor for the service. All partners were also enthusiastic at strategic level.	dedicated to making it work
	Improving facilities, service, resources and access - not saving money - is the primary motivation in developing the library	The Bridge development has taken place in the context of the efficient government agenda and the driver was improved services rather than reduced costs.	Improving facilities, service, resources and access is the primary motivation in developing the library
	Adults feel comfortable and welcome in the school and are accustomed to using it for public functions	More so than was – public entrances bring people into library and flexible learning area and College services naturally	All users feel comfortable and welcome
	The mixing of preschoolers, children, teenagers and young and older adults is not seen as threatening or uncomfortable by any of the potential users or the library's partners	Noise levels can be an issue at times but most people welcome the mix of users who make the Bridge one of the most vibrant learning spaces in Glasgow	The mixing of preschoolers, children, teenagers and young and older adults is not seen as threatening or uncomfortable by any of the potential users or the library's partners
	All security and duty of care issues have been considered and reconciled	Part of overall Bridge management and operational group considerations	All security and duty of care issues have been considered and reconciled

Partnership costs and benefits

The partnership, as with all partnerships, has costs which would not be incurred under separate arrangements. These have included the cost of migrating to a single library management system. However costs incurred in terms of time required for liaison between partners and meetings required to manage the partnership operation would have had similar time costs under separate arrangements.

The Bridge partnership has brought about a series of benefits:

- The Bridge is a 'cool place to be' – providing services and spaces attractive to young people, supporting College efforts to attract its students into spaces for further learning and supporting overall work in the area to improve literacy, especially among young people;
- The partnership supports a wide range of services (not just information and learning services) which bring people into the vicinity of the College's learning support services and enable family visits to the Bridge for various purposes. The partnership has led to enrolment of people who have had no previous contact with the College and would not have under separate service arrangements;
- There is a wider range of digital services available for students;
- The College enjoys significantly greater professional library service expertise than it could ever have been able to develop itself;
- Staff supporting all aspects of the library and flexible learning support services enjoy a broader more varied experience, resulting in a more enjoyable working experience;
- College students enjoy access to a wider range of stock with more copies of many items available for loan, sometimes eliminating the need for separate orders from teaching staff;
- The College gains from using the central purchasing service afforded to the City's libraries from the Mitchell Library;
- Accessibility support is now provided by the College to wider range of individuals and groups including hardware, software and expertise;
- The partnership has brought about new service development opportunities, for example work towards the development of the Cranhill Beacon as a new learning centre enjoying community library services;
- There have been minor cost savings from subscriptions to online resources;
- Learners have had resources delivered from other public libraries;

- Learners have considerably extended opening hours including evenings, weekends, College holidays and public holidays;
- Learners have significantly greater borrowing rights compared to the original College service; and
- The library card enables access to resources at any public library in Glasgow.

Success Factors

The operational and steering groups managing the partnership have considered the factors which have contributed to the success of the new venture. These are:

- A commitment to partnership at all levels based on a shared vision (the Cultural Campus);
- A shared commitment to a high quality single service approach for all users;
- An enabling Service Level Agreement which leaves scope for operational decisions to be made by operational staff;
- Clear roles for partners;
- Service staff are employed by a single partner (in this case the primary provider of library services was Culture and Sport Glasgow);
- The management of service delivery and development through a joint operational group rather than through one partner's senior manager;
- A single library management system (which is a variation to the service level agreement);
- Shared service spaces (to ensure equitable access for all users);
- A common communications system (College's FirstClass email and conferencing, also used by local community); and
- Integrated staff development opportunities.

Above all, the operational group has regarded the flexible staff attitudes to service development and delivery at operational level as being the key factor in achieving success in the first year of the new partnership operation. The service level agreement was finally signed in July 2006, and meetings of operational staff had been making decisions to solve operational problems from June 2006. The flexibility of the staff from both previous services ensured that lack of a final service level in advance was seen as an opportunity to develop correct operations, given that the roles of both partners were clearly communicated.

Also of significant help has been support from a neutral third party in the Scottish Library and Information Council, and of course the new physical facilities and leisure services afforded by the Cultural Campus.

Wider strategic outcomes of the partnership

Wider strategic outcomes are likely to include:

- A definitive set of essential requirements for planning shared service arrangements e.g. single library management system, one single employer etc;
- The lessons learned are being used by the Scottish Library and Information Council as an evidence based source of good practice advice informing their guidance to other cross sectoral organisations contemplating shared library services.
- New cross sectoral licensing arrangements through JISC Collections (using John Wheatley College as a model for new consortial arrangements);
- A reconsideration of qualitative frameworks to include shared service checklists (JWC invited to participate in a Scottish Library and Information Council working group to work towards updating standards); and
- A model service level agreement.

Dissemination

The partnership has supported dissemination of its goals and lessons learned so far via the following mechanisms:

- Presentation to SLIC FE event, 'Sharing Vision, Planning Practice' 27 November 2006 (Ian Graham);
- Information Scotland article February 2007 (Craig Green);
- CILIPS Annual Conference 11-13 June 2007 (Ian Graham);
- Presentation to the International Joint Use Libraries Conference June 21 2007 (Cathy Kearney) and report published in the conference proceedings;
- SLIC Service Innovation Showcase (September 2007);
- Visit from the Bosnian School of Government 18 September 2007;
- SLIC FE Conference November 23 2007.

Appendix One: Recommendations for Scottish college/ local authority collaboration

- Similarities and differences in the mission statements of the partners are understood and reconcilable
- A preliminary feasibility study is conducted
- Relevant groups examine the complementary roles of partner libraries and are aware of the services, resources, and access that must be offered to meet the needs of both client groups
- The partners define their responsibilities in a formal agreement
- An evaluation programme is specified in the operational agreement.
- Partners take account of demographic trends and community profiling in their planning
- The operation of the library has been agreed to, including the opening hours, budgeting, access to resources and activities, and authority for daily decision making
- Collection development and access policies are appropriate for both partners
- A policy for access is agreed
- Censorship, Internet access and filtering issues are addressed and acceptable use policies are agreed
- It is recognised that the group licensing of electronic products may require special negotiation and investment
- Decision-makers, administrators and employees are genuinely enthusiastic about the project and dedicated to making it work
- Improving facilities, service, resources and access is the primary motivation in developing the library
- All users feel comfortable and welcome
- The mix of service users (preschoolers, children, teenagers and young and older adults) is welcomed by users and partners
- All security and duty of care issues have been considered and reconciled

Appendix Two: Youth Access

The Saturday sessions in the Bridge library are an extension and remix of existing partnerships and learning support operations meeting need highlighted by young people's use of the Bridge with solutions made possible by the overall partnership approach towards meeting learning needs in the Greater Easterhouse area:

The need for Saturday support for young people was illustrated by their use of the new facilities at weekends, particularly Saturdays. This need was originally manifested as a set of recurring problem behaviour exhibited by many of the young people using the building but not really engaging with the services, and which was causing problems throughout but particularly in the library and learning centre area.

As an interim measure, the College introduced a youth worker from its Youth Access project, who already knew some of the young people concerned through work in nearby youth centres.

The Youth Access project is designed to support 'stealth learning', in which young people engage in activities of their choice on PCs, and are supported in the development of transferable IT skills based on the problems they encounter and interests they express, and more importantly, to support the development of citizenship skills through positive encounters with major public service agencies such as John Wheatley College and Culture and Sport Glasgow.

The introduction of the youth worker service proved to be successful and the College made the commitment to support the young people through a flexible learning support tutor with specialist skills in working with young people, and, with the support of the library service, requested through Youth Network contacts the support of a youth worker from Culture and Sport Glasgow's Youth Services wing.

Over a period of weeks the young people were encouraged to participate in other Bridge services, and the sessions designed to include a break during which the youth worker and tutor encouraged the use of book, CD and DVD stock, with some success.

During these engagements it became apparent that the young people were generally of the view that an improvement in their experience would be achieved were there to be more games available for use on the PCs, and were they to be available at other times as well as when available through the Youth Access project (project resources are used to support activities in several learning centres and so not available in the Bridge at other times).

The youth worker from Culture and Sport Glasgow and the College tutor agreed that support for an application to YouthBank (a project whose committee, made up of local young people, disburses

funds to local young people, and which is available only to young people to apply for) would be an appropriate way to make progress with the young people.

On request by the young people as relayed by the tutor, the College requested that Culture and Sport Glasgow match funds raised to a maximum of £500, to which the Area Coordinator agreed.

The young people were successful in their application (including making a presentation developed with staff support using the Bridge PCs) and the Youth Worker is working with the young people and library staff to identify the items for acquisition.

The items will require active membership of the library service for access.

This development is one in which local young people have:

- Engaged with the major institutions supporting the service;
- Decided the improvements they would like to see to the service;
- Been supported in fund-raising to support the service development;
- Used the funds to lever further commitment from the service; and
- Developed an aspect of local collections policy themselves.

Active citizenship knowledge and skills have been developed in a group of local young people whose behaviour was initially seen as problematic.

The behaviour of young people can at times be a cause of concern in any public library. The Saturday Youth Access sessions in the Bridge have proven to be a useful tool in supporting young people to behave in a manner appropriate to a modern public library setting. The Youth Access service, combining youth worker and tutor support for young people, provides a structured opportunity for young people to demonstrate positive change in behaviour and has successfully been used as a supported service option when negotiating with young people acceptable terms for their access to library and learning services.

Appendix Three: the Riddrie Group

The service now supports a group of learners from a local adult training centre in Riddrie in another development made possible by the shared service.

The group's social work support made contact with the Culture and Sport Glasgow library service, initially looking for a venue in which to access learning services.

The group is supported in the development of IT-based skills, based on contributions to a newsletter.

An area of the library and flexible learning centre is available for group bookings made by library staff to cater for taster sessions and schools visits, and this area was designated as accommodation for the group. The group meets every Tuesday between 10:00 and 15:00 and is supported by a combination of Riddrie social work staff, Culture and Sport Glasgow libraries staff and a College tutor who supports both word processing and digital photography.

The group continues to meet during College holidays supported by library service staff.

The impact of this new arrangement on the group has been significant. They now have a regular base for this aspect of their activities and the individual members of the group have made substantial progress in the development of skills required for confident access to public services.

The group has benefited from the new service and has expanded its use of the Bridge, including the use of the pool for swimming lessons and use of the café for social activity. New developments for session 2007/8 include dance lessons supported by the resident dance company Visual Statement, with discussions about drama support from the National Theatre of Scotland Young Company.

Whilst the new service has benefited the group as a whole, this impact can be illustrated by the example of one group member, 'George'.

Once the group was established in its new home at the Bridge and staff from the centre had been able to see over several weeks the benefits to group members of interacting with staff, George was invited by staff to 'help with the magazine'.

When younger, George had often been aggressive and staff had found him difficult to work with, but as he grew older he had become quieter at the expense of interaction with others. Often it took months for George to be able to relate to new members of staff.

George started working with PCs for the first time in the group, allowing interaction with tasks rather than people when he wasn't feeling confident, and quickly grew confident in both PC-based tasks and in talking to group members and staff. Staff supporting the group said that it was 'as if a light had come on' when George sat at a PC for the first time.

George progressed from interaction with group support staff to interaction with staff in other services, especially the library service staff with whom he has now built relationships.

George now uses the library and café services independently of the group (accompanied by his brother) as well as during the usual meeting times.

George is now able to live independently (still supported by social work services) partly based on development of skills and confidence required for independent interaction with institutions and services.

The sessions would not have come about under original separate service arrangements: the success of the group is because of the way in which different partners provide complementary aspects of the service and because the Bridge leisure and learning complex provides natural access to complementary services once engaged with any single service.

Appendix Four: Model Service Level Agreement

AGREEMENT

Between

JOHN WHEATLEY COLLEGE, a further education college having its principal office at 1346 Shettleston Road, Glasgow, G32 9AT (hereinafter referred to as the '**College**')

and

GLASGOW CITY COUNCIL, a local authority constituted and incorporated under the Local Government etc (Scotland) Act 1994 and having its principal office at City Chambers, George Square, Glasgow G2 1DU (hereinafter referred to as '**GCC**')

1. Introduction

- (A) This Agreement takes forward the principles agreed between GCC and the College for the provision of library services as set out in Clause 3 hereunder (hereinafter the '**Services**') at the library (hereinafter the "Library") contained within the Easterhouse Cultural Campus (hereinafter the '**Bridge**') and at other College campuses.
- (B) This Agreement aims to regulate the provision of the Services at the Bridge. GCC shall be responsible for providing the Services to the Easterhouse community and to the College, and the College will be responsible for providing public, as well as student and staff, access to the internet, flexible learning solutions and to on-line services and ICT resources.
- (C) This Agreement will also set out the provisions for the transfer of the College's library staff to GCC under the Transfer of Undertakings (Protection of Employment) Regulations 1981 (hereinafter the '**TUPE Regulations**').

2. General

- 2.1 The Services provided by GCC to the College under this Agreement covers the library at the Bridge and any libraries at the other campus operated by the College as at the date of execution of this Agreement (hereinafter the '**Campuses**'). If the College wish GCC to provide the Services to any other campus operated by the College after the execution date of this Agreement this will, at the sole discretion of GCC, be the subject of a further agreement between the parties.
- 2.2 The Services at the Bridge shall be provided at times to be agreed by the parties. For the avoidance of doubt, GCC agrees that the provision for the Services shall, in terms of total hours open, be no less that the library services provided by the College to its students and staff before the date of execution of this Agreement. However, GCC cannot undertake that the pattern of opening hours of the Bridge shall reflect the opening hours of the library provided by the College, prior to the date of execution of this Agreement.
- 2.3 For the purposes of this Agreement, 'Users' of the Library in the Bridge and the other Campuses include all students and staff of the College and public users.

3. Provision of the Services

3.1 Under this Agreement, GCC undertakes to provide the following Services to the College:

3.1.1 Access

Access to Library stock and services, together with seating and other facilities for all Users.

3.1.2 Collections

Collections of print and non-print materials for the Users, as resources allow, including multimedia collections of teaching and learning resources for the student community to support courses offered by the College. Provision may be either by holding material at the Library or facilitating access to document supply systems or to digital content.

3.1.3 Acquisitions

Acquisitions involving ordering and payment of purchase requests for addition to Library collections across all categories of stock. The College and GCC shall agree the specification of the academic stock to meet the College's requirements within the budget allocation set out and agreed each year. The parties' attention is also drawn to Clause 3.1.6 of this Agreement.

3.1.4 Catalogue

An online public library catalogue of Library stock available on the local network and via a web browser. GCC shall incorporate new bibliographic records for the Bridge into the GCC catalogue, according to cataloguing standards currently in use by the libraries information learning service (hereinafter "LIL") and as detailed in the tender documents between GCC and contracted suppliers. GCC shall also operate and provide access to the data records contained in the College's Horizon library management system.

3.1.5 Circulation of materials

A service to Users for the loan, return and reservation of Library material designated as borrowable. GCC shall formulate: -

Lending Protocols. These are different loan periods and borrowing entitlements appropriate for different categories of Users/materials;
and

Borrower Categories. These are different borrowing entitlements appropriate for different categories of Users.

3.1.6 Digital information

A service to enable network access to the widest selection of digital resources, including curriculum resources such as JISC collections. The parties agree to work in partnership to serve the information and learning needs of all Users.

3.1.7 Reference, enquiry and information services

A general information service, taking queries by phone, e-mail, letter or in person and providing access to a range of Library services and common information during the Library's designated opening hours, to be agreed between the parties.

3.1.8 Equipment maintenance

GCC to maintain Galaxy 2000 library management system, but not the College's Horizon library management system, all staff IT systems and any other peripheral equipment on GCC's network. For the avoidance of doubt, should the Galaxy 2000 library management system be replaced, GCC shall be responsible for the maintenance of the replacement system.

3.1.9 Inter Library Loans

A service to supply material from other libraries and document supply organisations, as provided by the College at the date of execution of this Agreement. In the event that the College wishes to enter into any further agreements with other organisations outwith the scope of this Agreement for the provision of inter-library loans, this will be subject to the prior written agreement of GCC.

3.1.10 Archiving/records management

The development of a records management service, including responsibility for the receipt, processing, cataloguing, display and archiving of the College's papers in the College's records management service. For the avoidance of doubt, the College's papers shall at all times remain the sole property of the College and GCC shall only be responsible for maintaining the papers and shall at no time be deemed the owner of such records.

3.1.11 Performance

GCC, in accordance with its commitment to the highest standard of customer service in line with service quality objectives and the supporting principles of currently appropriate quality standards, shall publish performance standards, consult with Users and suppliers, achieve best value and consumer empowerment and improve the quality of the Services provided. GCC shall maintain statistics and information for quality management and HMIE review purposes.

3.1.12 Publicity and marketing of the Services

GCC shall be responsible for promotion of the Services to the Users and the local community.

3.1.13 Stock selection

A stock policy document shall be developed by GCC and the College to ensure a comprehensive collection of material, which will be relevant to all

Users' information needs. This will be an integral part of GCC's stock development policy and shall include references to curricular support/academic liaison, reading lists and academic journal collection. Academic liaison between Library staff and teaching staff and students at the College will be embedded in any stock policy to best support the delivery of the curriculum and the learner experience.

3.1.14 Security of Stock

The arrangements for security of the stock at the Bridge will reflect GCC's library stock security arrangements as at the date of execution of this Agreement.

3.1.15 User education

Suitable educational programmes shall be provided for the needs of all Users and key target groups within the community. This shall include Library induction for the College staff and students based at the other Campuses. These induction sessions shall be delivered at the Bridge and the other Campuses and through outreach and developing technologies.

3.1.16 Learning

Access to the widest range of learning shall be provided at the Bridge through a core programme of entitlement to all Users.

4. Further Obligations of GCC

4.1 Further to those obligations set out in Clause 3, GCC shall also: -

4.1.1 agree annual development plans with the College to address any recommendations made to the College by HMIE or other appropriate reviews of college library service standards; and

4.1.2 maintain confidentiality of information about all Users that have not already been made public, subject to the Council's existing policies on confidentiality, information security and data protection.

5. Staffing and Staff Development

5.1 The parties acknowledge and agree that the employment of the College library staff (hereinafter the 'Transferring Staff'), whose details are set out in the Schedule to this Agreement, shall transfer from the College to GCC under the TUPE Regulations on 3 April 2006 (hereinafter the 'Transfer Date'). For the avoidance of doubt, the parties acknowledge and agree that the post of senior librarian is currently vacant and as such no individual shall transfer under the TUPE regulations to GCC, however, charges in relation to this post shall be payable by the College to GCC in accordance with Clause 10.

- 5.2 All amounts payable to or in relation to the Transferring Staff prior to the Transfer Date (including but not limited to wages and salaries, overtime, accrued holiday pay, income tax, national insurance contributions and pension contributions), in respect of the period up to, but excluding the Transfer Date, shall be paid by the College and the College shall be responsible for any such liabilities arising in connection with these amounts.
- 5.3 The College shall be responsible for all liabilities in connection with or as a result of any claims by the Transferring Staff in respect of redundancy, unfair dismissal, wrongful dismissal, breach of contract, sex, race or disability discrimination and equal pay arising from any act, fault or omission of the College in relation to the Transferring Staff prior to the Transfer Date.
- 5.4 The College shall be responsible for all liabilities in connection with, or as a result of any claims by any trade union or staff association, within the meaning of the TUPE Regulations, arising from any failure by the College to comply with any legal obligations to such trade unions or staff associations within the meaning of the TUPE Regulations and whether any such claim has arisen before, on or after the Transfer Date, provided that GCC has complied with its obligations to provide the College with information, in relation to the Transferring Staff in accordance with the TUPE Regulations or any information as otherwise requested by the College.
- 5.6 GCC shall provide an appropriate level of staffing to deliver the Services in line with the terms of this Agreement, such level to be determined solely at the discretion of GCC.
- 5.7 GCC and the College shall ensure that appropriate resources are allocated to ensure ongoing training is provided in line with required/established public library and further education standards. The College shall ensure that Library staff members will have access to appropriate further education library training initiatives and training events.

6. College Obligations

6.1 The College shall:

- 6.1.1 inform all students and staff on the College's library management system about GCC's operation of the Library at the Bridge and obtain their express agreement to the transfer of their records to the GCC library management system, in accordance with the College's obligations under the Data Protection Act 1998;
- 6.1.2 provide additional support for all Users in relation to the on-line resources;
- 6.1.3 put in place arrangements to enable Library staff to benefit from further education training programmes provided by, among others, SFEU, SLIC and JISC;

- 6.1.4 ensure that the librarian retains a place on the Academic Board and has membership of the appropriate working groups within the College and of inter college groups;
- 6.1.5 provide ICT support for the Library, excluding the Galaxy 2000 library management system and staff IT systems but including the College's Horizon Library management system;
- 6.1.6 undertake to purchase and provide software upgrades and licences and ensure all software versions in use in the College teaching labs are available in the library and that appropriate training accompanies their use;
- 6.1.7 continue to purchase and provide JISC resources and undertake to ensure training in their use is made available to all library staff;

- 6.1.8 put in place, where necessary, registration procedures for electronic resources including ATHENS;
- 6.1.9 routinely provide all Library staff with papers of committees related to information services delivery and development, in order to assist them to provide high standards of service delivery; and
- 6.1.10 provide all consumables necessary for the operation of the public facing computers accessed by the Users. The College shall also provide photocopying services to its students and staff outwith the scope of this Agreement.

7. Provision of ICT services within the Bridge

- 7.1 The College shall provide and support all public access computers. For the avoidance of doubt, this shall include all equipment, including but not limited to all servers, PCs, monitors, keyboards and peripherals, maintenance of such and all associated and relevant software licences.
- 7.2 In the first year of this Agreement GCC shall contribute a number of personal computers, such number to be agreed by the parties, to the Library for public access.

8. Provision of Support for Learning within the Bridge

- 8.1 The College shall provide all flexible learning and other tuition within the Library to all Users.

9. Information Sharing

- 9.1 The College and GCC shall, in compliance with the provisions of the Data Protection Act 1998, share Users data to ensure that both parties meet their obligations in relation to this Agreement and the monitoring of their various performance indicators.
- 9.2 Notwithstanding the provisions of Clause 8.1 above, GCC shall not be held responsible for the failure to provide any of the Services to any Users, where such Users have not consented to the processing and/or transfer of their data to GCC for the provision of the Services.

10. Financial Arrangements

- 10.1 In consideration of the performance of the Services by GCC, the College and GCC shall annually agree an amount (hereinafter the 'Charge') to be paid by the College to GCC each Year. 'Year' for the purposes of this Agreement shall mean the period of twelve (12) months commencing on 1st August 2006. In the event that the Transfer Date is before 1 August 2006, the Charge shall be pro-rated for the relevant period. The parties shall further agree the process for payment of such Charge in written protocols, drafted and agreed under the terms of this Agreement.

- 10.2 The annual Charge shall take into account the salaries for the Library posts set out in the Schedule transferred to GCC under the TUPE Regulations, index linked to the Local Government pay awards and any increase or decrease in GCC's contribution (as employer) to the Strathclyde Pension Fund, the College's annual budget for library requirements and resources and the value of the ICT services and system support that the College provides to Users of the Library.
- 10.3 The payment procedures for such Charge shall be agreed by the parties in writing, including any pro-rated amount for the period between the Transfer Date and 1st August 2006 and for each Year thereafter. For the avoidance of doubt, payment by the College for the Senior Librarian post, which is at the date of execution of this Agreement vacant, shall be made to GCC on the appointment of the post, pro rated if necessary.
- 10.4 GCC shall pay a sum to the College in respect of its contribution to the replacement, maintenance and refresh costs of the personal computers in the Library as set out in Clause 7.2. The amount of such sum shall be agreed by the parties in writing for each Year. GCC, acting reasonably, may request from the College supporting evidence of the replacement costs of the personal computers in order that GCC meets its obligations in respect of its financial reporting processes.

11. Monitoring, Review and Dispute Resolution

- 11.1 Ongoing monitoring and discussion on operational issues shall be carried out by a liaison group comprising representatives from both the College and GCC.
- 11.2 Any significant concerns or disputes not resolved by the liaison group shall be escalated to a management committee, comprising representatives from both the College and GCC, including the Executive Director of Cultural and Leisure Services for GCC and the Principal of the College.
- 11.3 If the dispute cannot be resolved by the parties' representatives nominated under Clause 11.2, within a maximum of fourteen (14) days after it has been referred under Clause 11.2, the dispute may be referred:
- (a) for final determination to an expert (the "Expert") who shall be deemed to act as expert and not as arbitrator. The Expert shall be selected by mutual agreement or, failing agreement within fourteen (14) days after a request by one party to the other, shall be chosen at the request of either party by the President of the Law Society of Scotland who shall be requested to choose a suitably qualified and experienced Expert for the dispute in question; and
 - (b) in all other aspects it shall be determined pursuant to Clause 21.
- 11.4 Annual reviews and reports shall be drafted by the liaison group and presented to the management committee on a date to be agreed, in order to ascertain the effective operation of this Agreement.

- 11.5 Ongoing monitoring and annual review shall provide the basis for renegotiation of this Agreement, including but not limited to the amount of the Charge and the level of Services to be provided by GCC to the College.
- 11.6 Where the annual review outlined above makes significant changes to this Agreement, the 1st of April shall be the date during the following operational year on which these changes shall come into effect. Changes agreed during an operational year will be incorporated into the Agreement for the subsequent year as at that date. If they are not incorporated, the agreed changes will be deemed to have lapsed.
- 11.7 Monitoring strategy will include identification and use of appropriate user/focus groups to generate evaluative information.

12. Term

- 12.1 This Agreement shall commence on the Transfer Date, notwithstanding the date of execution hereof, and, unless terminated in accordance with the provisions of Clause 13, shall not be time limited.

13. Termination

- 13.1 This Agreement may be terminated at any time by agreement between the parties, upon a date to be agreed by the parties.
- 13.2 Notwithstanding the provisions of Clause 13.1, this Agreement may also be terminated by either party if the Lease between the Board of Management of John Wheatley College and Glasgow City Council in respect of the premises on which the Bridge is situated, is irritated or otherwise terminated.
- 13.3 In the event that this Agreement is terminated, the parties shall agree a suitable and reasonable exit plan for the Bridge, setting out the roles and responsibilities of GCC and the College upon termination and the ownership of all stock and equipment.

14. Freedom of Information

- 14.1 Information submitted to either party may need to be disclosed and/or published by the other party in accordance with its obligations under the Freedom of Information (Scotland) Act 2002.
- 14.2 If either party receives a request under Section 1 of the Freedom of Information (Scotland) Act 2002 which includes any confidential information, that party may seek the consent of the other party to release some or all of the confidential information in response to said request. If the other party shall fail to respond to such a request for consent within seven (7) days of the request being made, it shall be deemed to have consented to the release of the information. In all cases the party in receipt of the request may, without the consent of the other party, disclose any confidential

information if the party in receipt of the request (acting reasonably) is satisfied that it is in the public interest to do so. In reaching this conclusion the party in receipt of the request shall take into account any representation made in connection with this by the other party, but the decision of the party in receipt of the request as to what constitutes public interest shall be final and conclusive in any dispute, difference or question arising in respect thereof.

15. Discrimination

15.1 The College and GCC shall at all times comply with all United Kingdom and European laws relating to all aspects of discrimination including (without limitation): the Sex Discrimination Act 1975; the Race Relations Act 1976; the Disability Discrimination Act 1995; and/or any statutory modifications or re-enactments thereof relating to discrimination in employment.

16. Transfer and Sub-Contracting

16.1 This Agreement is personal to the College and GCC and neither party shall assign, novate, sub-contract or otherwise dispose of this Agreement or any part thereof without the previous consent in writing of the other party, such consent not to be unreasonably withheld.

17. Amendments

17.1 This Agreement shall not be varied or amended unless such variation or amendment is agreed in writing by a duly authorised representative of GCC and by a duly authorised representative of the College.

18. Notices

18.1 Except as otherwise expressly provided no communication from one party to the other shall have any validity under this Agreement unless made in writing by or on behalf of GCC or by or on behalf of the College.

19. Severability

19.1 If any provision of this Agreement is held invalid, illegal or unenforceable for any reason by any court of competent jurisdiction, such provision shall be severed and the remainder of the provisions hereof shall continue in full force and effect as if this Agreement had been executed with the invalid, illegal or unenforceable provision eliminated.

20. Rights of Third Parties

20.1 This Agreement shall not create any rights that shall be enforceable by anyone other than the parties to this Agreement.

21. Scots Law and Jurisdiction

21.1 This Agreement shall be considered as a contract made in Scotland and according to Scots Law and subject to the exclusive jurisdiction of the Scottish Courts to which both parties hereby submit.

21.2 This Agreement is binding upon the Council and the College's successors and assignees.

22. Entire Agreement

22.1 This Agreement constitutes the entire understanding between the parties relating to the subject matter of this Agreement and, save as, may be expressly referred to or referenced herein, supersedes all prior representations, writings, negotiations or understandings with respect hereto, except in respect of any fraudulent misrepresentation made by either party.