

## **Service Development and Self-Evaluation**



**for library and information services in Scottish Further Education colleges.**

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## Foreword

This is the fourth edition of advice issued by SLIC to support its further education membership and reflects changes and advances in the curriculum, technology and the HMle Framework since the previous advice published in 2003. The Curriculum for Excellence is included in the learning and teaching strategy of every college in Scotland generating new approaches to learner engagement which encourage and support the full range of skills and abilities relevant to employability and citizenship. Our advice, issued at this time of significant curricular change, confirms that college library staff are well placed to support development of the four capacities which enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors. Technological innovation has continued to transform service development and delivery with the impact of digitisation and the changing needs and expectations of learners driving the pace of change. Personalised learning and engaging students in the design of their own learning is placing demands on the library to provide curricular support in new ways to assist delivery of the Curriculum for Excellence.

It is encouraging to note that the recent guidance on quality issued by SFC to accompany the new arrangements includes explicit mention of support services such as libraries and their impact on learning, teaching and the quality of learner experience. This revised document is mapped to the latest HMle framework and asks questions and invites reflection on the impact of library services on learner engagement.

Thanks are also due to Christine Irving and John Crawford of Glasgow Caledonian University's Scottish Information Literacy Framework project who ably demonstrated to the Working Party the importance of information literacy as a core competence enabling independent learning in a vocational context. I trust you will find the advice a valuable support in the planning, delivery and improvement of library and information services.

Charles Sweeney

Chair, SLIC Working Party on FE Libraries

## Introduction

This guide to service development and self-evaluation builds upon the advice given in previous iterations in 2003, 1997 and 1993. It has been produced in consultation with colleagues from SFC, HMLe, JISC, the professional library community in colleges across Scotland and external expertise from Strathclyde University on quality library services.

SLIC recognises that college library and information services are key strategic business assets, whose staff have a major contribution to make in supporting flexible, responsive, high quality learning and teaching programmes and in promoting learner engagement.

Together with changes to the strategic and policy context of further education Scotland has recently introduced the biggest education reform for a generation. The Curriculum for Excellence brings the key role of the library into sharp focus in supporting the development of successful learners and confident individuals. The library provides staff and students with the opportunity to exercise their entitlement to access information and develop comprehensive literacies in a supportive environment.

College library services offer:

- Access to a wide range of information in a range of formats
- Support for attainment across the college community
- Support for the development of information literacy
- Assistance with effective utilisation of ICT in learning and teaching
- Knowledge and skills in promoting reading for enjoyment
- Support for personal and social development and citizenship skills
- The type of flexible learning environment which can encourage independent learning
- Access to structured information skills programmes to develop critical thinking skills.

As a core curriculum support service, the quality of the library service reflects the professionalism of the institution as a whole.

The advice set out here outlines how quality indicators can be used to assess the impact of effective practice on learning and teaching which in turn will enable effective planning for quality improvement.

### **How to use this toolkit**

This advice is issued by SLIC to assist Scottish colleges in their self-evaluation of library and information services. It may also be used as a practical resource to inform the planning and development of such services.. Since college ownership of quality is a key characteristic of the self-evaluative approach, we have striven to ensure maximum engagement with the FE library community in preparing this advice. While colleges are free to use whatever self-evaluation process they wish (e.g. those produced by COFHE or the CoLRIC Peer Accreditation Scheme), the SLIC toolkit is the only advice prepared for and informed by the Scottish further education context.

This toolkit is intended to be used alongside Annex 1 of the 2008 HMle publication, '*External quality arrangements for Scotland's colleges*' to which it is mapped. It establishes quality indicators derived from the headings in the HMle framework and is aimed at assisting in the identification of sources of evidence based around the 3 key principles contained in that document i.e. high quality learning, learner engagement and quality culture to support achievement of positive 'confidence statements.' It is modelled on the structure of the HMle framework and where key prompts are likely to be similar has merged indicators to retain specific relevance to library and information services

In line with the new guidance, the SLIC toolkit has moved away from providing grade illustrations but retains key prompts and suggested sources of evidence to assist staff in finding supporting evidence.

This document is intended as a practical resource with which to inform development planning of library and information services which meet the needs of the whole college community.

### Element 1: Key performance outcomes 1.1; 1.3

(The strategic role of the service)

Quality indicators and key prompts	Suggested evidence sources
<p><b>The service is recognised as key to college business processes including support for curriculum delivery, digital asset management, information governance and research skills</b></p> <p>How do service development plans contribute to wider college educational aims, objectives and targets?</p> <p>In what ways is the information management expertise of staff used to deliver college strategic and operational objectives?</p> <p>To what extent does the service have a role in institutional asset management?</p> <p>Is the service the institutional source for copyright and information governance expertise?</p> <p>To what extent does the service engage in intelligence provision for the college development planning process?</p> <p>In what ways does the service participate in academic and quality course teams?</p>	<p>College strategic and operational plans</p> <p>Teaching and learning strategy</p> <p>Information strategy</p> <p>Copyright clearance records and guidance</p> <p>Appropriate licensing e.g. NLA, CLA</p> <p>Sources of labour market intelligence, relevant subscriptions, annual reports etc.</p>

<p><b>The service complies with college policies and appropriate legislation</b></p> <p>What evidence is there that effective arrangements are in place to comply with legislation and to respond to national and local initiatives?</p> <p>To what extent is the service environment accessible to all users?</p> <p>How does the service embrace equality and diversity?</p>	<p>College policies</p> <p>Internal audit records</p> <p>Evaluation reports on accessibility</p> <p>Usability and accessibility standards</p> <p>Risk assessment records</p>
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**Element 2: Impact on learners and other users of college services 2.1; 2.2**

<b>Quality indicators and key prompts</b>	<b>Suggested evidence sources</b>
<p><b>The service is designed to maximise access to learning resources and support all users</b></p> <p>How can the service demonstrate effective support for a range of study and attendance patterns and individual needs?</p> <p>Do users have access to resources and services in a range of formats?</p> <p>Does the service provide access to appropriate technologies?</p> <p>Are there appropriate induction programmes in place to</p>	<p>Opening Hours</p> <p>Customised induction materials</p> <p>Library resource catalogue</p> <p>Availability of online services and resources</p> <p>Availability of a range of assistive technologies</p> <p>Impact assessment records</p> <p>User satisfaction surveys</p>

support all users?	
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<p><b>An appropriate range and balance of learning resources and services is offered to support learners and curricular needs</b></p> <p>To what extent are service delivery and development informed by active collaboration and consultation with curriculum staff?</p> <p>In what ways do service staff work closely with curricular staff to embed and support the delivery of information literacy and research skills?</p> <p>How can the service evidence its contribution to attainment and achievement?</p> <p>Are learning resources a feature of course evaluation?</p>	<p>Collection development policy</p> <p>Course development processes and procedures</p> <p>Information literacy embedded in learning and teaching strategy</p> <p>Examples of integrated information resources in teaching packs</p> <p>Cross-curricular information skills programmes</p>
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<p><b>The service encourages retention, attainment and progression</b></p> <p>To what extent does the collection support guidance activity in assisting learners make informed life choices?</p> <p>How does the service promote learning beyond the curriculum?</p>	<p>Independent learning guides to support study, research and employability</p> <p>Service development plans</p> <p>Reader development activities</p> <p>Records of events and promotions</p>
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How does the service promote and celebrate learner achievement?	Displays of student work
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### Element 3: Impact on staff 3.3

Quality indicators and key prompts	Suggested evidence sources
<p><b>Service staff actively participate in learning and teaching developments</b></p> <p>In what ways does cross-curricular work support learners in their development of the four capacities?</p> <p>In what ways do staff development opportunities support college operational and strategic targets?</p> <p>Do staff attend course team meetings as appropriate?</p> <p>Do staff contribute to a team based ethos?</p> <p>Is the service represented on college committees and groups?</p> <p>To what extent are service staff involved in whole college staff development days?</p>	<p>Cross college committee work</p> <p>Minutes of meetings</p> <p>Project/team work</p> <p>Participation in internal/external professional dialogue and networks</p> <p>Publications and research</p> <p>SLIPS</p>

**Element 4: Impact on employers and communities 4.2**

**Element 8: Partnership and resources 8.1**

<b>Quality indicators and key prompts</b>	<b>Suggested evidence sources</b>
<p><b>The service supports a range of external communities in their learning needs</b></p> <p>In what ways does the service engage with wider communities?</p> <p>Does the service evaluate its effectiveness in serving particular communities?</p> <p>To what extent does the service work with external partners to offer enhanced opportunities to learners?</p> <p>How does the service support attainment of objectives for shared service partners?</p>	<p>Access agreements</p> <p>Reciprocal borrowing arrangements</p> <p>Community feedback</p> <p>Joint events and projects</p> <p>Service level agreements</p> <p>Partnership agreements</p>

**Element 5: Education, training and lifelong learning 5.1**

**Element 8: Partnership and resources 8.2**

Quality indicators and key prompts	Suggested evidence sources
<p><b>The service participates in, and contributes to, programmes and services to meet the needs of all learners</b></p> <p>How well does the service consult with and support all learners?</p> <p>Is there general and targeted promotion of resources to learner groups?</p> <p>How well does the service ensure that provision is made for all learners?</p> <p>Is there managed access to an appropriate range of online resources?</p> <p>Are there appropriate resources and services in place to support learner diversity?</p> <p>Are resources and services regularly reviewed against changing curricular needs?</p>	<p>Evaluation data</p> <p>Course development processes and procedures</p> <p>Participation in course validations</p> <p>Service support documentation e.g. guides and induction material</p> <p>Information literacy sessions and support</p> <p>Inter library loan agreements</p> <p>Library resources available in VLE</p> <p>Themes and promotions</p>

<p><b>The physical environment is sustainable and supports a variety of learning modes and individual study styles</b></p> <p>Is there a sufficient range of appropriate and flexible study space and equipment to meet the needs of users?</p> <p>Is there clear signposting?</p> <p>Is service information readily accessible?</p> <p>How does the space support independent learner needs?</p>	<p>Floor plans</p> <p>Service documentation</p> <p>Availability of self issue systems</p> <p>Managed print services</p> <p>Pervasive information technologies</p> <p>Availability of a range of hardware and software/ adjustable furniture</p> <p>Service information available on college website and VLE</p> <p>Guides, signage and leaflets on a range of formats and languages</p>
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**Element 6: Providing direction and facilitating change 6.1**

**Element 9: Educational leadership and direction 9.3**

Quality indicators and key prompts	Suggested evidence sources
<p><b>The service produces an annual operational plan that supports college strategic aims</b></p> <p>Is there continuous review of services and resources to support operational planning?</p> <p>How are plans and targets communicated to staff and learners?</p> <p>Is operational planning suitably flexible to be responsive to changed operating conditions?</p>	<p>Team meeting documentation</p> <p>Operational plan</p> <p>SMART targets</p> <p>Progress review</p> <p>Business continuity plans (including disaster recovery)</p> <p>Risk register</p> <p>SWOT analysis</p> <p>Impact review documents</p>
<p><b>The service manager is actively involved in college strategic development</b></p> <p>Is there effective management in place to develop, deliver and coordinate the service?</p> <p>In what ways does the service manager contribute to college strategic planning?</p> <p>Does the service manager work with internal/external</p>	<p>Meeting notes</p> <p>Strategy documents</p> <p>Strategic/ operational plan</p> <p>Organisational charts</p> <p>Examples of SLIPS</p>

partners to offer enhanced opportunities to learners?	
<p><b>The service has in place effective monitoring and review arrangements</b></p> <p>Do the self evaluation arrangements conform to the college quality and planning processes?</p> <p>Does the service encourage learner/user engagement in the evaluation process?</p> <p>Does the service focus self evaluation sufficiently on learning and learner outcomes?</p> <p>How does the service use the outcomes of self-evaluation to work towards continuous improvement?</p>	<p>Focus groups and user feedback</p> <p>User survey analysis</p> <p>Self evaluation review documentation</p> <p>Service planning and review documents</p> <p>Benchmarking</p>

## Element 7: Management and support of staff

Quality indicators and key prompts	Suggested evidence sources
<p><b>There is an appropriate level and range of qualifications, skills and experience</b></p> <p>To what extent do staff hold recognised professional qualifications and actively engage with relevant professional bodies?</p> <p>How do service managers evaluate the impact of staff development and training on services?</p> <p>Do staffing levels and skills support a full range of services?</p> <p>Are there joint staff development and service planning opportunities for a range of staff and external stakeholders?</p> <p>Are national occupational standards used for job design, specification and training?</p>	<p>Staff CV's</p> <p>Career development review documentation</p> <p>Membership of professional bodies</p> <p>Joint event organisation</p> <p>Use of relevant competency framework</p> <p>Job descriptions/specifications</p>

## **Working Party Members**

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## Glossary

Assistive technologies	Technologies which assist in enabling access to learning resources for people with additional support needs
CLA	Copyright Licensing Agency
CoFHE	Colleges of Further and Higher Education group
CoLRIC	Council for Learning Resources in Colleges
Creative Commons	A licensing system which permits the reuse of a work under conditions determined by the author
CV	Curriculum Vitae
fforwm	National organisation representing Further Education Colleges in Wales
HEFCE	Higher Education Funding Council for England
HMIe	Her Majesty's Inspectorate of Education
Impact assessment records	A detailed and systematic analysis of the effects of a policy or practice
JISC	Joint Information Systems Committee
NLA	Newspaper Licensing Agency
SCONUL	Society of College, National and University Libraries
SCURL	Scottish Confederation of University and Research Libraries
SFC	Scottish Funding Council (formerly SFEFC)
SLIC	Scottish Library and Information Council
SLIP	Sector Leading and Innovative Practice
SMART targets	Targets that are specific, measurable, achievable, realistic & time constrained
SWOT analysis	A method used to evaluate strengths, weaknesses, opportunities & threats
VLE	Virtual Learning Environment
Web 2.0	"Innovative online tools designed to enhance communication and

collaboration. These include social networking sites, blogs, wikis and user generated taxonomies or ‘folksonomies’ (JISC, 2009)

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