



CoLRiC Impact

CoLRiC Impact is a regular e-bulletin that showcases exemplary practice and innovation across the FE and Sixth Form College sector. As a CoLRiC member you are invited to submit your own examples of good practice for publication to the CoLRiC community. All contributions that demonstrate the value and impact of libraries and learning resource services are welcome: case studies, reports, reviews, exemplar documents, features on local projects, national initiatives, cross sectorial collaborations and any good news stories you want to share. CoLRiC is written by the CoLRiC membership for the CoLRiC membership, and will engage colleagues, initiate discussion and support the exchange of ideas.

Welcome to the fourth issue of CoLRiC Impact for 2019. This bulletin showcases the three worthy winners of this year's CoLRiC awards announced at our recent conference at University College Birmingham. The Executive Committee would like to thank everybody who submitted nominations for the award, and we hope to publish all the entries in future issues of Impact. The conference was a huge success and we are grateful to the speakers, sponsors and delegates for making the event so informative, informal and interactive. One delegate described it as a "great conference, without doubt the best of the season." Another wrote: "I just wanted to extend my thanks for such an enjoyable, informative and well organised event."

CoLRiC Co-Chair Corrine Walker, who hosted this year's conference, enthused: "Wow, what a fantastic event. The responses from delegates have been terrific. We're so glad everybody enjoyed it! We are already planning next year's conference and your feedback is invaluable in informing that planning process. If you have any thoughts on what you'd like to see in the conference next year, then please drop us a line. We're hoping to have it in May or June. Do you prefer dates over that period? Do you suggest dates to avoid? It was great to see so many colleagues and listen to our inspiring speakers. Thank you to our sponsors who do so much for CoLRiC over the year. Hopefully delegates managed to get to a chance to chat with them and network with their peers. Our award winners inspired everybody and gave us food for thought to take back to the workplace.

Have a great summer and keep in touch with CoLRiC via our Members' Only [JISCMail forum](#) and on Twitter. We've also launched a LinkedIn page and encourage you to join us there as well. Best for now, Corinne."

CoLRiC announces three prestigious award winners

At CoLRiC's 2019 Conference in Birmingham on Friday June 21st Co-Chair Corinne Walker acknowledged and rewarded best practice in the Further Education and College sector with the presentation of three prestigious Library and Learning Resource Centre awards.

The Library at Northampton College was awarded the CoLRiC 2019 Best Practice Award for demonstrating excellent practice in digital literacy. The DigiCap (Digital Capabilities) scheme is an excellent initiative helping to improve and develop IT skills and confidence in using new technology across all levels, from very basic to advanced.

Kate Brown, Learning Facilitator Coordinator at the College was delighted with the outcome. "Winning the Best Practice Award means so much to everybody on the team. We've worked hard to deliver DigiCap to as many students as possible; to ensure that they are prepared for the technological challenges they will face in employment. DigiCap has raised the standard of digital literacy in our students and they are more likely to succeed in their chosen careers."



Chichester College Group Libraries was awarded the CoLRiC 2019 Best Practice Award for demonstrating excellent practice in marketing and social media. The team has successfully utilised Twitter as a tool for internal advocacy and service growth; showcasing their services and embedding the library in the teaching and learning community.

Jo McKenna-Aspell, Library Assistant at the Chichester College Group says: "The aim was to create an engaging Twitter presence that would re-energise service delivery and improve both the number and quality of interactions and engagement with students and staff. Twitter has been instrumental in bringing the wider community into the libraries and cementing their place at the heart of the College. We are so grateful that we have won this prestigious Best Practice Award in recognition of what we have achieved."



Bournemouth and Poole College's Liz Organ was awarded the CoLRiC Jeff Cooper Award for Inspirational Information Professional of the Year for her work with students with special educational needs and disabilities. Her "Share a Story" initiative has made reading more accessible and attractive to students, inspiring their curiosity, and encouraging them to explore their reactions to situations in the wider world. Her interventions have helped students with both their social and literacy skills.

Deb Farrell, the College's Library Manager comments: "We are delighted that Liz has won this award recognising the commitment and work that she has put into making the *Share a Story* initiative such a success. It has been wonderful to see the high level of enthusiasm generated amongst the students as they develop in personal confidence and ability to read aloud."



Liz McGettigan, Director of Digital Library and Cultural Experiences, SOLUS UK and keynote speaker at the conference, issued an inspiring rally cry to the delegates that resonates weeks after the event, to the extent that it was cited in tweets at this year's CILIP Conference. Liz also stepped in at the last minute to host a breakout session for colleagues.

"To hell with being humble! We need to turn whispers into roars."

These three awards are proof positive of the ingenuity, proactivity and fight across the library and LRC sector.

CoLRiC Co-Chairs Mirna Peach and Corinne Walker conclude: "CoLRiC is delighted to celebrate excellence and to recognise the efforts of both teams and individuals as they strive to deliver relevant and high-quality services during a time of austerity across the sector. Year on year we have honoured innovation with our prestigious awards. This year was no exception. Congratulations to our three winning entries, and to all the Colleges who nominated their colleagues." All three winning entries are featured in this issue CoLRiC Impact.

Inspiring the road ahead: my experience of CoLRiC's 2019 Conference

Abigail Blythe, Oldham Sixth Form College

Since joining the profession at the beginning of this academic year, I have sought to immerse myself within it and learn as much as I can about this fast-changing field. So, you can only imagine my excitement when I was asked to attend the CoLRiC Conference this year, where I would have the opportunity to listen to inspiring speakers, engage in workshops with industry leaders and network with other professionals from across the United Kingdom.

Once I had studied the programme, I eagerly followed the social media presence of keynote speaker, Liz McGettigan. This only served to fuel my excitement, and her opening speech did not disappoint! She encouraged us to think about how we can best utilise new ways of thinking about libraries in order to best serve our students. Encouragement from Liz to be creative and courageous in our

practice was a liberating opening to the conference. She delivered a truly revitalising presentation, which spoke to our hearts in a time of rapid change. The overarching message that I took from her warm words of encouragement was to take ownership of our offer and be brave in our delivery. The remainder of the day followed in the same vein, as we enjoyed a brief opportunity for networking, where I was fortunate enough to chat to librarians from across the country.

When we returned to the lecture theatre, we enjoyed an interactive presentation from Emma Stedman from Coleg Cambria where she outlined how we can support the academic resilience of students within libraries. We assessed the extent to which we practiced with a growth mindset, sparking interesting discussions between professionals in the audience. Following this, we networked over lunch and considered how the ideas proposed during the morning session could have relevance within our own organisations.

The afternoon session began with an awards ceremony, which served as an opportunity both to recognise exceptional achievements within the sector and to share best practice. Following this, Deborah Millar provided us with invaluable insight into the ways in which Grimsby Institute develop the digital literacies of staff, as well as how they use digital technologies to enhance teaching and learning. Following this, we were given the opportunity to choose a workshop which best suited our professional interests. I chose to participate in the change management workshop as it is was the area which I knew least about. Liz McGettigan provided a thought-provoking, practical workshop on how we can best support colleagues through various types of change. This was a fantastic experience for me as it broadened my professional knowledge and I was able to gain insight from experienced managers on how they successfully guide their teams through potentially difficult scenarios.

After the formal programme was complete, we were given a final opportunity to network over tea and cake. The buzz within the room was incredible, and the overwhelming sentiment received from discussions with fellow delegates was that we felt uplifted, motivated and more than ever prepared to practice as freely and positively as possible.



Increasing user engagement (without breaking the bank)

I thoroughly enjoyed my day at the CoLRiC conference and found the talks both engaging and inspiring. At IS Oxford we are halfway through our “2019 - Year of Learning”, where we are reaching out to Heritage Cirqa users to find out more about what they require from a library management system and in which areas we can help further. We are very conscious that funding is a huge issue in FE, so the theme of the conference this year was certainly relevant to our investigations. How can we help our users do more without having to spend more? We have been attending UX (User Experience) conferences to find out more about how we can develop software that today’s students will actually want to use and examining ways in which we can help with information literacy.

Fun, engagement, instant gratification

The reminder from Deborah Millar that this autumn’s intake has “never known life without mobile technology” and “want fun and engaging learning activities with instant gratification” was important. Today we must ensure that the experience of the library is accessible, appealing and successful. However, in the era of “fake news” and misinformation it has never been more important to steer and educate students about the truth of content and results. The library can play a key role both as watcher and educator and provide students with a haven of quality that they can’t necessarily get elsewhere. Increasingly, high quality material online is charged for and students will be disinclined to pay for it. The library, through licensing agreements and by spending its budget in these areas, can provide vital and trustworthy resources for them and thereby reinvent itself as a safe place to discover the world from. Students need access to curated resources and information specialists that will help guide them to the best (not just the sponsored) results!

Collaborative working

We are very interested in working collaboratively with college libraries and LRCs, not just Heritage Cirqa users, to help shape the next generation of our software. From speaking with many of the conference delegates I know that everyone shares a common goal of getting colleagues and students back into the library so they can fully appreciate the wealth of resources you can provide. Only then can you reposition yourself as the information hub at the heart of your institution.

We mustn’t forget today’s students though. We know they love using Netflix and their go to information retrieval tool is Google. We need to reposition our resources so that they can be accessed in similar ways, but without dumbing down the quality of the enquiry. It is still important to be able to use sophisticated searching techniques, because they narrow or widen the results for

more meaningful outcomes. However, we need to understand what students *mean* when they set out to find something and it may be that AI (Artificial Intelligence) could be key to overcoming the disconnect between intention and outcome. We are interested to explore these territories between conventional library practice and the new expectation that resources are not necessarily physical or geographically centred. We are increasingly conscious of how over the years we have learned about library users almost entirely through our librarians. It is time to focus on those users and not leave it to librarians to have to answer all the big questions on their behalf. As a software developer we have to see if we can do our part to reposition the library and utilise the inherent strengths of the profession to raise the game in the wider institution. Most of our users surveyed recently reported that the quality of cataloguing of resources outside of the library auspices was significantly worse than the quality of those that fall within its remit - which means students are less likely to find them.

We'd love to hear from you

If you think that your college would be a good environment for us to engage with to understand more about what is going on in FE, then we would love to hear from you. You don't have to be a Heritage Cirqa user, we have already visited non-Heritage institutions as well as lots of our users. The key constituency we would like to listen to are your users. We need to hear from the willing and the reluctant and will develop interesting ideas for them to try out and evaluate. If you would like to participate with us in some research - and we won't be wearing our sales hats by the way - we'd love to hear from you.

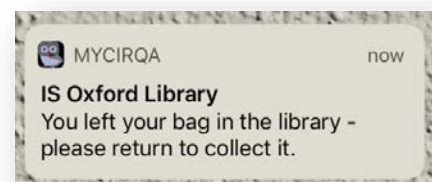
For the time being, how could you do more with the tools you have already? I thought this issue of Impact might be a good place to remind our users of a few ways they can use Heritage Cirqa and MyCirqa 2.0 to engage their users and increase interest in the library. As we learned in the talks, students are increasingly expecting a personalised experience and are far more likely to use an app on a mobile device than a PC to do ad-hoc research, so it is really important that you present your resources to them in the most accessible and interactive way possible. We're working on new software that very much has this in mind, but in the meantime there is plenty you can do with the tools that you already have. Here are just a few examples.

Heritage Online Enquiry Groups

You can personalise the user experience of the online catalogue by assigning your users to Groups, each with a different interface, different colour themes and options relevant to them and their courses. This could include news and course reading list widgets specific to them.

MyCirqa 2.0

Our reader account app will enable them to interact with their library account on the go, as well as providing access to the library catalogue. Push notifications can keep them informed about overdues, items due soon, reservations ready to collect and both personal and broadcast messages from the library.



Live Chat Widget



Increase your availability to your users via the free Live Chat widget. Call it “Ask a Librarian” or something that you feel would appeal to your users and be on hand for them to ask

you quick questions if they can’t find items themselves. If you’re not available, they can leave an offline message for you to deal with when you return.

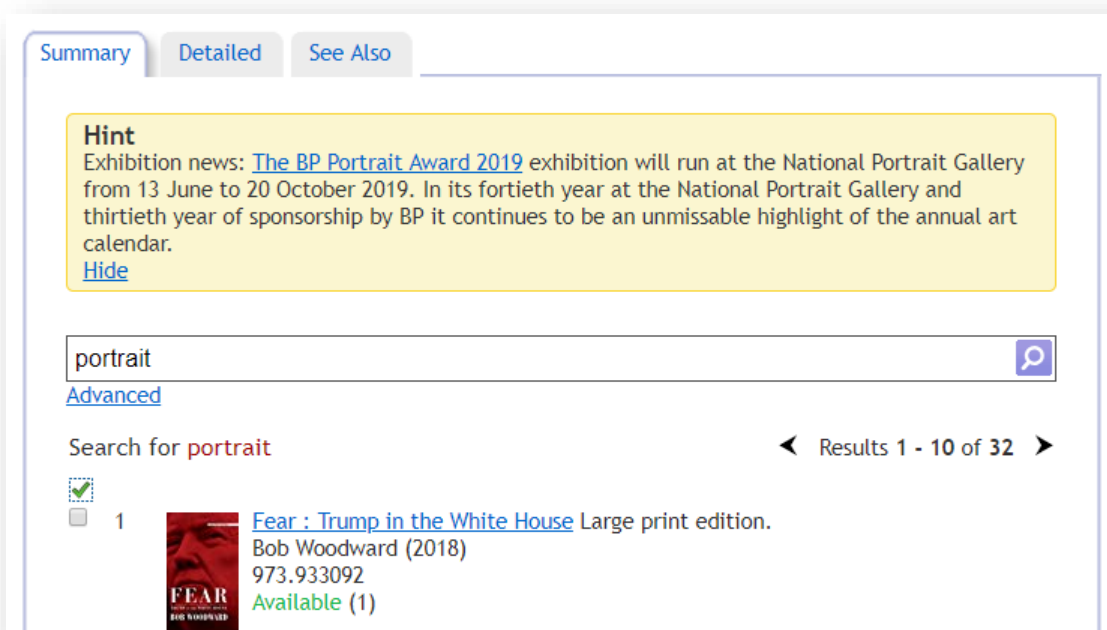
Online Resources

As well as providing access to all your catalogued online resources (ebooks, video, podcasts, websites, PDFs, for example) you can include free search widgets on your online catalogue to promote all the online databases that your library subscribes to.



Search Hints

Increase your relevance to your students by adding hints to point them towards members of staff, external resources/organisations and events that are relevant to their search. You can add activate and expiry dates to all hints, so they are only displayed when relevant.



Emma Duffield, Sales Manager, IS Oxford Ltd

If you’re interested in helping with our research project or you can offer suggestions, please email emma@isoxford.com

Improving and developing IT skills

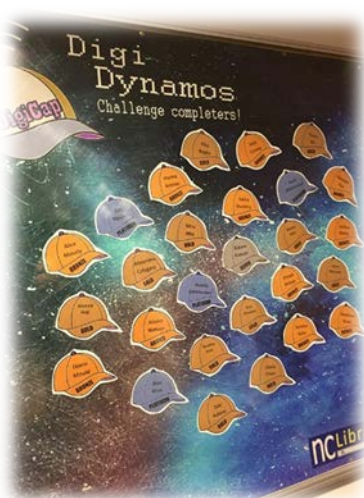
Northampton College's Digital Capabilities Scheme

Hundreds of students have participated in our award-winning schemes "Word Detective" and "Maths Magician" over the last few years. However, it became obvious that it was time to respond to curricular needs in relation to digital literacy. Last academic year, the DigiCap (Digital Capabilities) programme was created by Library Learning Facilitators to help to develop IT skills and confidence in using new technology.

The aims of the project were in line with the College's e-Learning Policy:



- To offer all students structured activities to develop their IT skills from very basic level (Bronze) to advanced (Platinum)
- To develop the skills required to progress within individual courses
- To minimise differences between students' IT abilities within this same course/class
- To help students coming back to education to ease the pressure when using technology for diagnostic tests
- To evaluate existing skills and encourage students to take the next steps towards improving skills with the enthusiastic help of the Library staff outside of the classroom environment
- To prepare students for use of new technology in independent study and work experience.



Students and staff loved the name DigiCap and the library team couldn't have predicted such a popular take up of the initiative. It was not only implemented as an additional part of learning, but it became clear from the outset that curriculum staff wanted to use it as an indispensable part of the teaching and learning process. In some areas DigiCap became a formal part of the Study Programme.

Between November and June 2017/18 two hundred and sixty-four students participated in the DigiCap challenge. This academic year we expect a similar story. Most students progressed from the Bronze Certificate to the highest level. We have received excellent feedback and the positive impact on e-skills development has been noted by students, teachers, employers and families. For example: DigiCap has helped ESOL students to develop their practical English language in the context of e-learning. Exam results confirmed this positive impact with our ESOL results being one of the best in the country. Students have acquired new skills and the confidence to apply them the workplace. Supported learning

students have become more confident in their learning and their new skills have impressed work experience employers. Two students have been offered jobs in public libraries.

The scheme is available on the college VLE and progress is monitored and recorded by Student Tracker. DigiCap has been requested by teaching staff to be included in the cross-college Staff Development Programme. The scheme has provided a great opportunity to learn something new in an enjoyable and engaging way. DigiCap is monitored and adapted continuously to reflect technological developments.

Please visit the [Northampton College Library](#) website and [social media](#) for more information, or email Kate Brown, Learning Facilitator Coordinator Kate.Brown@northamptoncollege.ac.uk

Browns Books for Students: Summer Promotions and Consolidated Orders



Promotions

Our summer promotions are now live until 31st July 2019 with up to 40% discount on the best-selling Educational and Library titles. Access all the promotions by Publisher or Exam Board using our [interactive promotional booklet](#).



Summer Orders and Deliveries

We have a wealth of services and functionality to support your ordering for the new academic year:

- Consolidate orders and receive packages on specified delivery dates
- Secure our promotional terms now with an option to delay invoicing to suit budgets
- Utilise our bespoke library servicing options, receive your orders shelf ready
- We'll organise your deliveries clearly labelled by department where required
- Advise us of your College closure dates to avoid failed deliveries.

Complete our Summer Order [Service Request Form](#) or contact our Customer Care team to discuss your requirements.

Email enquiries@brownsbfs.co.uk or call +44(0)1482 384660

Twitter: a tool for internal advocacy and service growth at Chichester College

Why Twitter? We're a library service so our target audience is students and their social media channel of choice is Instagram, right? Wrong. Our Twitter channel @CCGLibrary was launched as a tool for internal advocacy.

Twitter was identified as the most appropriate channel because:

- it facilitates professional learning communities and is used for professional networking;
- a high proportion of Senior Management Team (SMT), key academic staff and individual academic department had active accounts;
- it better suited the digital literacy and associated professional development of the library team.

Why internal advocacy?

Why is/was internal advocacy important? Well, that's a tale rooted in unintended consequences, namely being within one of the most successful college groups in the UK. Until 2017, Chichester College was formed of two campuses: Chichester and Brinsbury. Two years later, Chichester College Group (CCG) is the largest provider of education in Sussex, teaching circa 25,000 full and part-time students, and comprised of four colleges: Brinsbury, Chichester, Crawley and Worthing.

There was a very real risk that, in an ever-changing and growing organisation, the library service would become increasingly invisible unless it was able to demonstrate that it was proactively contributing to the College's mission of changing the lives of students through learning.

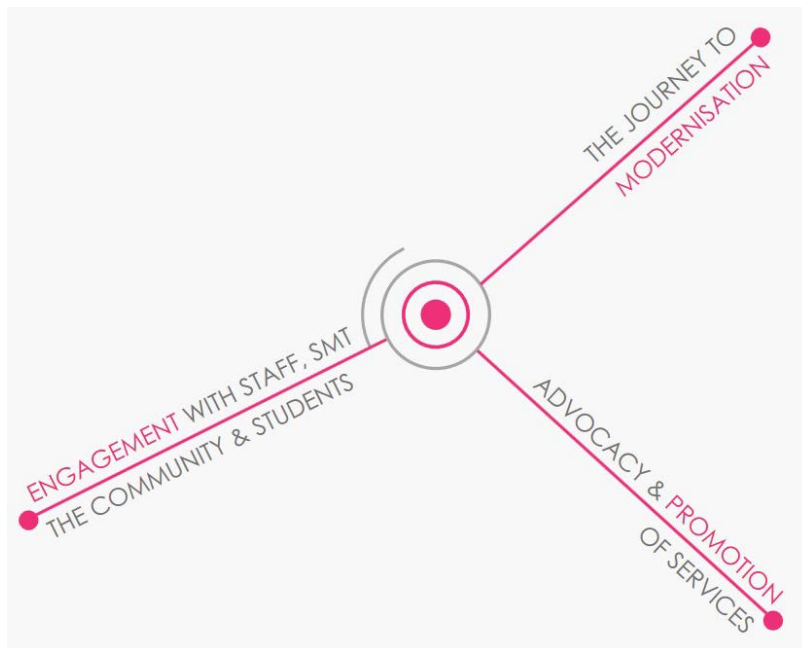
This article focuses on the joint library service of Chichester and Brinsbury as the delivery at Crawley and Worthing is different.

Aim and objectives

It was time to focus on the tenets of librarianship, showcase our services and devise new ways of embedding ourselves in the teaching and learning community.

The aim was to create an engaging Twitter presence that would re-energise service delivery and improve both the number and quality of interactions and engagement with students and staff.

The objectives can be synthesised into three inter-connected work streams. It should be noted that modernisation includes the upskilling of library staff.

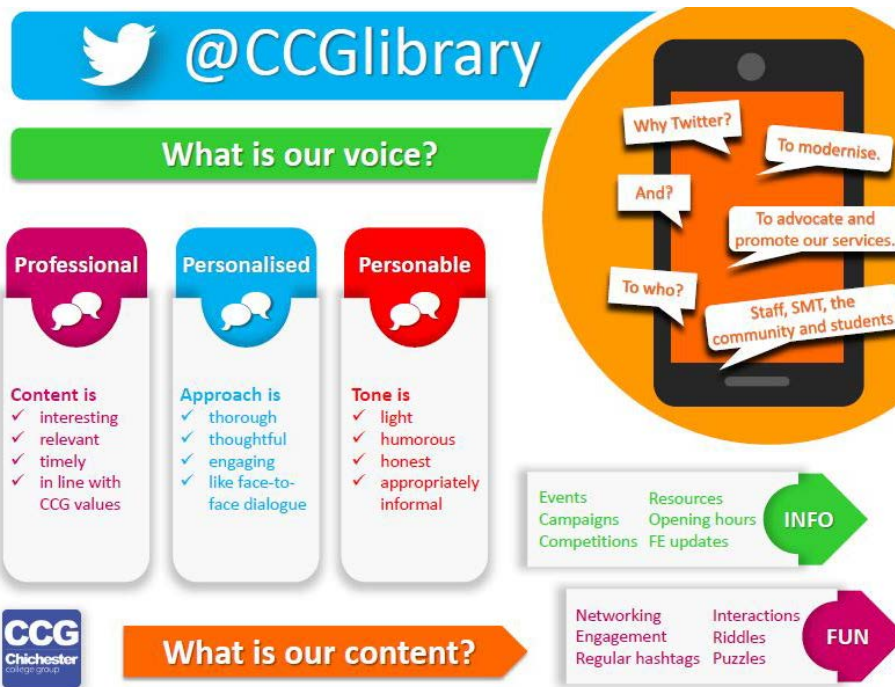


Enhancing and changing service delivery

An underpinning framework was developed to ensure that service and stock promotion were linked to physical engagement with the space.

As part of this framework we:

- codified our approach;
- mapped our services;
- identified opportunities when digital engagement could drive offline engagement;
- drew up a content plan.



We are not blind, however, to the need or power of external advocacy and promotion; we take our roles as contributors to the College's and profession's reputation seriously and we also recognise how externality can drive internal engagement.

The measures of success, therefore, are not simply in terms of followers or engagement rate but rather the hard metrics related to service use and engagement with students.

	SERVICE	CAMPAIGNS & CONTENT	IMPACT ON SERVICE A COMPARISON OF NOV 18 – APR 19 / NOV 17 – APR 18
	<ul style="list-style-type: none"> Literacy Reading for pleasure Student voice 	<ul style="list-style-type: none"> #BooksAndBeasts #ReadingAhead #Bookfix #MiniWritingChallenge #BlackoutPoetry #WorldBookNight #IWD2019 <ul style="list-style-type: none"> senior female leaders' inspirational books Subsequent stock acquisitions 	<ul style="list-style-type: none"> Brinsbury College 12% circulation increase, specifically loans of books, journals, magazines and DVDs
	TEACHING AND LEARNING <ul style="list-style-type: none"> Free at point-of-use digital content Subject specific support that ties to offline displays, linked to revision, curriculum, journal/magazines and book stock Support for Maths and English GCSE re-takes 	<ul style="list-style-type: none"> #HelpingHand #LoveYourLibrary #BookFaceFriday I ♥ M&E - curriculum and revision resources #WhaamTheExams Journal and magazine promotion 	<ul style="list-style-type: none"> Student borrowing at Brinsbury increased by 16% CCG appeared in JISC Top 200 of ProQuest eBooks usage statistics for the first time Total items of borrowing by staff has increased by 2%.
	VIBRANT SOCIAL AND LEARNING SPACE <ul style="list-style-type: none"> Weekday usage Weekend and out-of-term opening; previously, this was only advertised within the library environments 	<ul style="list-style-type: none"> #LoveYourLibrary #BookFaceFriday Opening hours Stock promotion of fiction and magazines during holiday opening National charities and themed days 	<ul style="list-style-type: none"> More visits to the library by senior leaders Increased footfall into the libraries: <ul style="list-style-type: none"> Brinsbury: 74% Chichester: 38%

A quantitative snapshot of the analytics demonstrates that since launching @CCGLibrary has 198 followers, including the CCG Chief Executive, Managing Director, Deputy Principal and all four College Principals. Critically, the 2.43% average rate of engagement since launch exceeds industry standards*, particularly when measured against the nearest comparable sector of higher education at 0.8%.

	NOV-DEC	JAN-FEB	MAR-APR (TD)
IMPRESSIONS	14,100	52,000	80,100
LINK CLICKS	42	86	117
RETWEETS	20	88	174
LIKES	144	470	542
REPLIES	15	55	108

*2018 Social Media Industry [Benchmark Report](#).

More information about this initiative, including the qualitative evidence gathered, can be discussed with Jo McKenna-Aspell at: Jo.McKenna-Aspell@chichester.ac.uk

ProQuest: The Librarian's point of view on the need for varied content types

Over the last two years we've been learning the importance of varied content types for students and researchers. In 2018 we shared our survey findings on the broadening scope of content researchers depend on. Here's what we learnt from faculty on the need for a wide variety of content types:

- 96% agree that students can more fully understand concepts and ideas in their field
- 93% agree that students can more thoroughly review existing literature in their field with varied content types
- 91% agree that students can produce better quality assignments
- 72% agree that students can produce better grades.

To build on this, in 2019 we asked librarians their views on the information needs and challenges facing researchers.

Here's a snapshot of what we learned: library respondents are unanimous in that there are more channels than ever before for research content. They recognise users struggle to access relevant sources and consider multi-disciplinary databases to provide the most reliable content.

We gained many other insights from the survey and you can request the latest paper and learn how librarians perceive research databases [here](#). You can also download the full 2018 paper directly from us [here](#).

Sharing stories: CoLRiC's 2019 Inspirational Information Professional of the Year

Debra Farrell, LRC Manager at Bournemouth and Poole College, recently nominated her colleague Liz Organ for CoLRiC's inaugural Jeff Cooper Award for Inspirational Information Professional of the Year. She writes:

“Coinciding with the LRC strategic review of our reading programmes, one of our library assistants, Liz Organ, noticed that Special Educational Needs and Disabilities (SEND) students were being sent to the LRC with their support workers each week, but leaving shortly after with only DVDs. Concerned that they were not making full use of the stock provided for them, Liz informally surveyed students for their reading habits and asked if they would like to listen to a story being read to them. Armed with positive feedback, she asked the tutors their thoughts about an LRC-lead reading enrichment group and ‘Share a Story’ was born.

Developing the idea required substantial teamwork and planning. Liz approached her manager with her proposal and then worked closely with one of the team librarians and her mentor to identify risks, impacts, support and equipment required, and potential outcomes. Consultations with the department were also required to secure support and ensure the sessions aligned with their curriculum.

Complex, personal and emotional needs

SEND students have a broad range of complex learning, personal and emotional needs, and in some cases, quite challenging behavioural problems. Seeking to develop her formal knowledge and inform herself as to the likely needs of students, Liz committed to participating in an online learning course on 'Understanding Learning difficulties.'

The plan was for forty-five minute sessions where Liz, as facilitator, would read a short story, poem or extract of a longer story for the students. The remaining time would be used to encourage students to respond through discussion, art and poetry, which would be displayed in the room for the students to share their outcomes.

Inspiring curiosity

Liz's intention was to make written material more attractive to these students, inspire their curiosity, and encourage them to explore their reactions to situations in the wider world. She describes the sessions as 'a way to learn the meaning of words and help their concentration, and just to stop them thinking of books as boring.'

Liz always offers the students a chance to read aloud, but the expectation is that participation would grow with student confidence. From one or two students volunteering to read at the start of the year, we now have around fifteen students who regularly read aloud to their peers. By the end of March, all of the twenty-nine registered students have taken part at some stage.

The sessions have helped students with both their social and literacy skills and have been extremely popular with tutors demanding more sessions than we can provide. The students have actively engaged in reading and discussions, and Liz recently held a competition where students were encouraged to submit artistic or written reviews of their reading experiences.

Liz has found the experience hugely rewarding and she has been gratified by not only observing the growth in confidence and personal development of all, but also the enormous achievement of a student with selective mutism who actually demanded to read part of the story 'Gangsta Granny' aloud to his peers."

For more information please contact Bournemouth and Poole College's Library Manager Deb Farrell at: farrelld@bpc.ac.uk

Gale thanks CoLRiC!

Gale would like to thank CoLRiC for making our first CoLRiC conference such an enjoyable and educational experience! If you missed us at the conference, here is a recent tutorial/testimonial with Exeter College on Gale's resources: <https://youtu.be/B8M-JoJQ72Y>

If you're interested in our FE package, or already have it and would like to set up free training or a student event, please do get in touch with Allison Zink (allison.zink@cengage.com) and Carolyn Beckford (carolyn.beckford@cengage.com).

Committee news

The CoLRiC Executive Committee would like to thank Collette Xavier, Heather Roberts and Margaret Phillips who are stepping down from the committee after years of sterling support for CoLRiC and all its activities. We sent them on their way with cards and flowers. Heather writes: "Thank you all so much. It's taken me a few days to compose myself sufficiently to write my thank you email. After so many years on the committee, it's going to be strange not seeing you all so often. I look forward to seeing and hearing about all the upcoming exciting plans you've got in store for us all! Thank you all for making my time on the committee such an enjoyable one."



We are delighted to announce that we have three new committee members

Sam Goldsmith, HE & Research Librarian, University Centre Leeds



Hello! I'm Sam Goldsmith and I am HE & Research Librarian for University Centre Leeds, which is a part of the ever growing Luminate Group. My role is to support Leeds City College's HE students both with resources and academic skills development. A big focus of my work going forward is how to balance inequalities shown by our Access and Participation Plan, such as why do our white male students have a 20% less chance of success? All HE-in-FE institutions struggle with supplying the right level of HE materials and support with only FE level funding and staff. In all our roles within colleges mental health is an increasing issue and is something I am passionate about. Libraries are sanctuaries for many of our students (and staff!) I have a growing interest in this area and have completed Restorative Practice training, mental health first aid and am a workplace Mediator. In a way we can also be a bit snobbish about our FE roots as we try to become recognised as HEI's in our own right. As part of my role with the committee I would like to talk about how we can share best practice and break down some of that isolationist attitude.

Until last year I was Libraries Manager for Leeds City College and like many in our sector, was subject to redundancy as part of a reorganisation. Our sector experiences a cycle of constant change due to pressures with funding, although, I don't think there are many areas of Librarianship that are unaffected! During my committee membership I would like to encourage sharing of experiences and support for those effected by redundancy and reorganisation and for those managing change. I am sure we have a lot to share that would be supportive and useful to each other.

Helen Sherwood, Senior Librarian. Wakefield College



Wakefield College has been a CoLRiC member for as long as I can remember (and I have been here a long time!). I decided to volunteer for the Committee because I wanted to give something back to an organisation which has given me a lot of useful information, contacts and advice over that time.

I got a lot out of the recent conference and I think that was because so much of the content reflected my own experiences over the last twelve months. Tight budgets throughout the sector, a much wider range of work being taken on, the digital agenda and the impact of HE in FE on our services.

We have recently made a change to our structure which means we have nearly as many Librarian hours in the service as Library Assistants. This has been driven by the issues listed above. It's a positive move but means that we need to make sure the core physical service is operating as efficiently as possible. We're getting there!

I am interested in being involved in the CoLRiC Peer Accreditation Scheme and, sticking to the usual stereotype of the “organised” Librarian, offering all round support for events/awards planning/website content.

Tracey Totty, Library Services Manager, Middlesbrough College



CoLRiC is always interesting and relevant because it is specifically for colleges, which is a rarity. This uniqueness is, I think, very much appreciated by colleges around the country. I have volunteered for the Committee because I am interested in sharing and upholding good practice, and because I can bring a north east (an often-neglected area) voice to the group.

Current priorities in my workplace are the continuing evolution of our HE provision and the move towards digital. A year ago, we moved from a partnership with our local university to working with the Open University. Now we are reviewing the year and addressing outstanding and new challenges. Going into 2019/20, the LRC is increasing its digital visibility and the staff will be further embedding their digital skills.

As I am interested in networking, good practice and using tech, I am hoping to be involved with CoLRiC’s event/conference planning, their Best Practice Awards, social media and anything tech related.

Thank you CoLRiC for given me this opportunity, I am looking forward to working with you.

An invitation to join the committee

Are you a CoLRiC member looking for an opportunity to collaborate with like-minded colleagues?

We are looking to enhance our Executive Committee with additional members, and we’d love to hear from you.

CoLRiC is run *for* members *by* members. Our Executive Committee is made up of volunteers who are committed to championing excellence in libraries and Learning Resource Centres in Further Education.

Why join us?

- Work collaboratively with like-minded individuals all committed to impact, excellence and making a real difference
- Committee work is an excellent way to develop a range of skills and work with - and learn from - a variety of people outside your own organisation
- Being part of a national committee can help raise your profile and that of your service within your own organisation

How we work

Our CoLRiC committee works collaboratively, agreeing responsibilities, roles and tasks and working in smaller groups or teams to deliver agreed targets and outcomes. The Executive Committee is supported by two administrators and meets approximately three times every year. Some of our meetings are virtual, so will not disrupt your working day. Any travel expenses are covered by CoLRiC, and lunch, refreshments and chocolate biscuits are provided!

What we are looking for

Applicants should be CoLRiC members and we welcome applications from under-represented communities/regions.

We are looking for 'all-round' members to join us, but we are also looking for colleagues who are specifically interested in:

- Working on our annual Best Practice Awards
- Providing support to and learning from our Treasurer
- Training to become an assessor as part of CoLRiC's prestigious peer accreditation scheme
- Providing technical and digital content support for the new website we plan to launch in the new year

We are also interested in working with new/early career professionals who are interested in the CPD value of committee work or who are in the process of CILIP chartership.

Interested? Here's what to do next

Please contact our Admin team expressing your interest in joining the team. Email: colric@colric.org.uk Tel: 07879667347

We can send you more information and a brief application form. Please specify which areas you are interested in working with us on. We look forward to hearing from you!

CoLRiC encourages the submission of articles by all members for publication in CoLRiC Impact. To discuss ideas for articles in advance please give us a call on 07879 667347 or send an e-mail with a short outline of proposed content. To submit an article please email the following to colric@colric.org.uk: (a) an unformatted Word document; (b) any associated files or images; (c) any recommended further reading; and (d) any links to any external content to be embedded into the final e-bulletin. There are no limits on the number of articles or the word count. The CoLRiC administrative team will be responsible for formatting, editing and proofreading all contributions before publication. Please include the email addresses and job titles of all contributing authors. All authors will retain their copyright.

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