CoLRiC

Council for Learning
Resources in Colleges

IMPACT

December 2019

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Have a very merry Christmas and a wonderful New Year

EDITORIAL – HELEN SHERWOOD

It's been busy, it's been challenging, but it's often when we are at our most stretched that other similarly frazzled colleagues look to us for help.

One of the articles in this issue highlights the benefits, for students and staff, of providing support beyond your own service. The other is a timely reminder of how compliance with new digital accessibility regulations is a college-wide responsibility.

If you would like to contribute to future issues, contact details, schedules and themes for this academic year can be found on 'the back page'. If you have ideas for future themes, please let us know. We have added 'People' and 'Research' sections to Impact and again would love your contributions. Librarians across the FE and Sixth Form College sector do such a good job and we want to use this publication to celebrate your achievements.

We're nearly there…that date in December when we all collapse in a heap and congratulate ourselves on surviving the first term of the academic year

A WORD FROM OUR CHAIRS...

This year two long-standing colleagues, Margaret Phillips and Colette Xavier, stepped down from CoLRiC's Executive Committee. They have both kindly agreed to be co-opted so that we can benefit from their extensive experience and knowledge of quality assurance across the sector, reflected in CoLRiC's prestigious Peer Accreditation Scheme. We are also delighted to welcome three new committee members to the fold and encourage you all to get involved in 2020 as we have so many plans and projects to develop CoLRiC's membership portfolio.

The Executive Committee has been reviewing CoLRiC member benefits in the light of considerable change across the sector; identifying strategic priorities for the next three years. We are proud to publish this 'new look' December 2019 issue of CoLRiC Impact and are pleased that Helen has taken on the role of editor. We are keen to use Impact to showcase exemplary practice and innovation across the sector. 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 the exchange of ideas. If you wish to contribute, please do contact our CoLRiC Admin team at _colric@colric.org.uk_.

We have also been busy reviewing, updating and streamlining our Peer Accreditation Scheme, designed to develop and support the highest standards in library and learning resource services. The revised criteria for assessment will be published in the new year. If you are interested in becoming one of our accredited colleges, please don't hesitate to contact the admin team who will discuss the process with you in more detail.

Another change has been around what used to be our annual performance indicator survey. A new online staff and student CoLRiC survey will be launched in February 2020. We are currently 'road testing' it with a dozen colleges across the UK, and the feedback on the quality of the questions has been great. The more colleges that take part the better the data will be, so please do complete the survey when it arrives in your inbox. Year on year it will enable us to build a critical mass of invaluable benchmarking information to improve decision making and build high quality, impactful resources and services.

Already planned for 2020 is our annual conference. The theme is 'Developing Resilience' and it will be held on Friday June 5th, 2020 at University College Birmingham. We will be looking forward to welcoming as many of you as possible on the day. Feedback from these events has been enthusiastic and positive, but we have listened to what you have said and as a result we will be holding more networking opportunities throughout the day. Please do look

out for the 'Call for Speakers'. We will ensure that this is your conference and that it celebrates good practice.

Please do enjoy this edition of CoLRiC Impact. And if we don't catch up with you on JISCmail before, have a very Merry Christmas and a wonderful New Year! It's just around the corner after all.

Mirna Peach and Corinne Walker

Co-Chairs

COLRIC NEWS

Executive Committee

We're delighted to welcome three new members to our Executive Committee (EC) team:

- · **Samantha Goldsmith**, HE & Research Librarian, UC Library, University Centre Leeds
- · **Helen Sherwood**, Senior Librarian, Wakefield College
- · **Tracey Totty**, Library Services Manager, LRC, Middlesbrough College

Exciting news about our 2020 Conference – please put the date in your diary!

We're returning to Birmingham for our conference on **Friday June 5th, 2020**.

The theme of the conference is 'Developing Resilience: surviving and thriving in tough times.' How do libraries and learning resource services foster resilience and build and deliver flexible and impactful services in the face of adversity?

- How do you support the educational mission of your organisation?
- How are you adapting to engage with the wider teaching and learning agenda?
- What is your role in supporting the personal development, behaviour and welfare of the student community?
- With so many workload demands on library and information professionals across the sector, how are you building resilience and coping strategies to support the wellbeing of your colleagues?

The Call for Speakers deadline for submissions is Friday January 31st, 2020. We will remind you early the new year.

Peer Accreditation Scheme: call for assessors

Earlier in this issue we mentioned the redesign of our Peer Accreditation Scheme. We are keen that it reflects the latest iteration of Ofsted's education inspection framework. We have changed the format, condensed the criteria, and are in the process of training additional assessors to try to meet the growing numbers of Sixth Form and FE Colleges requesting to be assessed. In the new year we will issue a call for assessors to join the PAS team. Watch this space.

New subscription rates

With the completion of the JISC FE banding review, which is due to be released in 2020, the committee thought it would be an opportune time to look at our own subscription rates, which have been frozen over the last decade. We will be releasing a new subscription model based on the JISC bands which should give a fairer reflection of institutional size and funding levels.

A new website for CoLRiC

We're planning a new website which we hope to launch in Spring 2020. We'll share more news with you soon!

That's all our news for now. Don't forget to follow us on Twitter or LinkedIn.

CoLRiC Impact 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.

CoLRiC IS DELIGHTED TO HAVE THE SUPPORT OF THESE SPONSORS.

I THOUGHT I WAS JUST PRODUCING A HARVARD REFERENCING GUIDE…' – HELEN SHERWOOD,
SENIOR LIBRARIAN, WAKEFIELD COLLEGE

Wakefield College has a growing University Centre. New students have previously had a brief introduction to the UC Building and key staff. Other elements of the first week have been organised separately by the different teaching areas.

A lot of our students progress internally from our 16-18 and Access to Higher Education Level 3 provision.

There was a feeling that more Study Skills input was needed at the start of the courses. There was also concern at the lack of consistency with the use of Harvard Referencing.

I was invited to an initial discussion about how to give HE students the tools they needed from the very start of the course.

My first task was to produce a definitive Harvard Referencing guide, with the aim that all HE and Access to Higher Education students would get their own copy.

Choosing examples for references and what sorts of resource to include took longer than I'd thought. It was a fiddly document for our design team to set and proofs were flying back and forth over the summer.

When the discussion turned to a three day HE September School it soon became clear that the logistics of giving all students a taster on different study skills would be 'interesting'. Before I

knew it both myself and our Curriculum Support Librarian were involved in delivering and/or writing content for 22 sessions!

What made this particularly challenging was that the HE September School was to take place in the second week of term, when we are still in the thick of FE inductions.

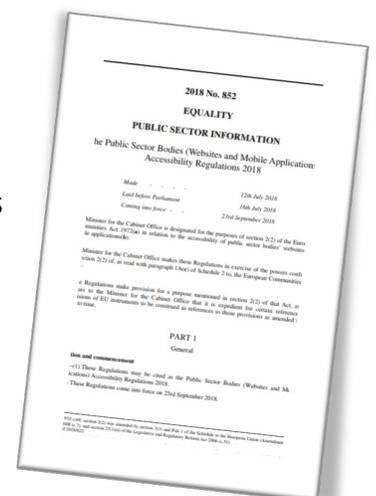The frequency of requests to take part in this sort of project has been steadily growing over the last couple of years. We had reached the point of knowing that in order to be able to take on this wider college role we needed more Librarians in the team. Retirement of a member of the team allowed us to make a no-cost review of our structure, include the changes to our role in the rationale and successfully appoint a Customer Support Librarian.

Our involvement in the HE September School was over two of the three days. Our new Customer Support Librarian saw a lot of Level 1 and 2 groups during that time, I delivered two time management sessions with 70 students in each, we made sure the Harvard Referencing sessions had subject specific resources in them for the activities and we got a free lunch! Feedback has been positive, and the decision has just been taken to do it all again in 2020.

ARE YOU ACCESSIBLE? MEETING DIGITAL ACCESSIBILITY REGULATIONS -ANDY EACHUS, THE UNIVERSITY OF HUDDERSFIELD

September 2018 saw new legislation relating to the accessibility of websites, mobile apps and online digital content become UK law. This legislation is **The Public Sector Bodies (Websites -and Mobile Applications) (No. 2) Accessibility Regulations 2018** and it affects all publicly funded FE colleges.

The government will begin monitoring college websites from April 2020 to ensure that they are adhering to the new regulations, which includes having a suitable Accessibility Statement.

The timeline for compliance and associated deadlines is as follows:

➢ **23 Sept 2018:**
  o The regulations became law.
➢ **23 Sept 2019:**
  o Deadline for websites/content published (or substantially revised) on or after 23 Sept 2018 (external websites, VLEs, Intranets and associated digital content).
➢ **April 2020:**
  o Monitoring of websites and accessibility statements by the Government Digital Service (GDS) commences, enforced by the Equality and Human Rights Commission).
➢ **23 Sept 2020:**
  o Deadline for websites/content published before 23 Sept 2018 (external websites, VLEs, Intranets and associated digital content).
➢ **23 June 2021**:
  o Deadline for mobile applications.

There are several things which are **excluded** and these are:

➢ Downloadable documents published before Sept 2018, unless they are used to provide a service, for example, a Word document that is used to collect details for a trip.

➢ Pre-recorded media published before Sept 2020. This does however, mean that any audio/video put online after Sept 2020 will need to have a transcript/subtitles.

➢ Live video does not need to be captioned unless it remains online for more than 14 days.

➢ Online maps and mapping services.

➢ 3rd party content that is NOT under college control (e.g. social network sites) is exempt but outsourced services, which is anything that is paid for and includes JISC resources, is not exempt and should be accessible.

➢ Archived websites.

If making digital content accessible would prove to be too costly and/or take an inordinate amount of time and would therefore impose a disproportionate burden on the college (e.g. subtitling a large number of video resources) the college would not be required to comply. It would be expected that an assessment of the time and cost would be undertaken and an explanation provided within the accessibility statement.

What does compliance mean?

Compliance means that all websites and digital content must meet Level AA and Level AAA of the Web Content Accessibility Guidelines (WCAG) 2.1. These guidelines are developed around four basic principles:

Perceivable:

Ensuring that students can perceive your content even if they access it in a non-typical way.

Operable:

Allowing students to use your website and access your content using a variety of methods and technologies.

Understandable:

All content should be understandable, clear and concise and should allow students to explore it at their own pace.
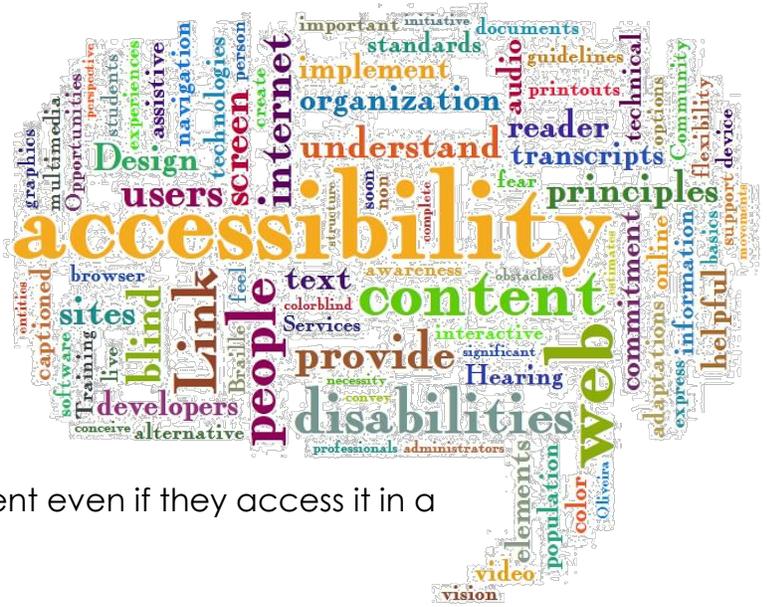
Robust:

Students should be able to choose the technology they use to access websites and content. This should include assistive technologies such as screen readers.

Failure to comply would be treated in the same way that failing to make a reasonable adjustment would be treated and would be in breach of sections 20, 21 and 29 of the Equality Act 2010. Although there have not been any financial sanctions mentioned, non-compliance could lead to reputational risk and the possibility of litigation.

Top 10 tips for creating accessible content:

1. Use plain fonts such as Arial; avoid fonts like Times New Roman.
2. Font size: minimum size 12 in documents, minimum 24 on presentations.
3. When presenting, avoid white backgrounds; cream and pastel colours work well.
4. Set line spacing to greater than 1.0, preferably 1.5.

5. Use friendly web links:

> Not good: Visit BBC News. Click here.

> Not good: Visit BBC News: http://www.bbc.co.uk/news

> Accessible: Visit BBC News

6. Add ALT Text to images (unless purely decorative) e.g.:

   o An image: Map of Africa, highlighting location of Uganda in central area.
   o A chart: Growth of female employment in Westernized countries over the last century.
   o A diagram: Mayer's theory of multimedia showing different inputs and the way information is processed in the brain.

7. Add transcripts to audio files and captions (subtitles) to videos.

8. Choose colour well. Use good contrast and do not convey information using colour alone.

9. Use Styles in Word and Outline View in PowerPoint to assist with navigation.
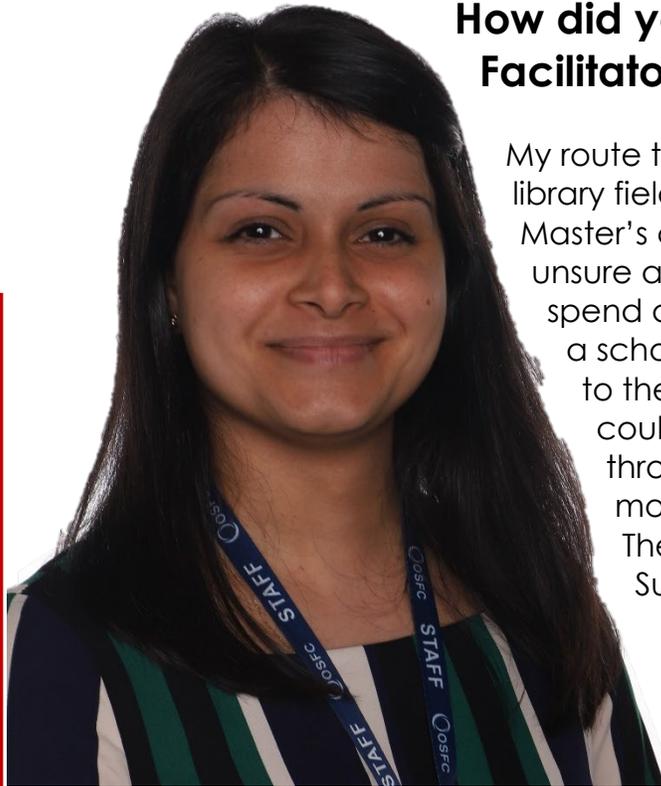
10. Run the Accessibility Checkers in Word, PowerPoint, Excel and Adobe Acrobat Pro to check what needs to be amended to ensure that your materials are accessible.

Useful links, resources and further information:

- **UK government guidance on making online public services accessible**

- **Microsoft accessibility checker**

- **Home Office Digital – Designing for accessibility**

- **Lexdis: Digital accessibility toolkit**

- **MS Office: Accessibility video training**

- **Create accessible Office documents**

- **Training teachers to author accessible content**

- **Accessibility tools: Meeting the needs of diverse learners**

SPOTLIGHT ON……Terri Kudrath-Charnal, Learning Resources Facilitator, Oldham Sixth Form College

How did you become a Learning Resources Facilitator?

My route to working in libraries was (like many others in the library field) winding and unconventional; after completing a Master's course in Cultures of the British Isles in 2013, I was unsure about what my next step would be. I decided to spend a year in Spain working as a Conversation Assistant in a school when the opportunity came about. On returning to the UK, I was excited about the potential education could bring and applied for support positions in schools throughout the Greater Manchester area (where I had moved to from London). In 2015, I started working at The Hathershaw College in Oldham as a Learning Support Assistant.

After 6 months, I heard that the current school librarian was moving to a position in a library nearer to her home city. I knew librarianship was a highly respected profession and assumed I did not have the relevant qualifications to apply. I thought nothing of this until a member of the English teaching staff suggested I go for the role as I'd be 'perfect'. I still had my doubts about applying and, if I'm honest, was scared about being laughed away! The research I did (for example on the Prospects website) insisted that, to become a library professional, you needed a library qualification.

I spoke to the librarian who was leaving, and she explained that she had a degree in Art Therapy, but that she didn't have a library qualification. This gave me confidence, so I applied, was successful and ran the library for three years! I felt that I needed experience in a new setting and wanted to seek further opportunities for development. So, when a position arose at Oldham Sixth Form College, I felt like this was a perfect time to move on. I have been a Learning Resources Facilitator now for six months and am not looking back.

Knowing what you know now what would you say to your 16-year-old self?

Carry on learning a language; don't set artificial deadlines that are too ambitious for massive achievements; people are generally kind - so get talking to them! I think some of these pieces of advice are things I'm still trying to get through to my 29-year-old self!

How do you keep up to date with trends in your profession?

Online networking through social media (follow, follow and follow some more!) and keeping up with news from key organisations (such as ColRiC, CILIP, Jisc etc.) allows me to see emerging trends, especially in relation to digital provision of library resources. Webinars are a really convenient way of exploring new trains of thought and hearing from professionals from a wide range of library contexts. Mailing lists are also a great way of getting access to relevant information and tailoring the information to your specific needs or interests for the role you're in.

Conferences will also feature keynote speakers who will bring a range of ideas to the table and share their experience of good practice. There are bursaries available for many conferences, so price isn't always necessarily a barrier to attending. Even if you are unable to get a sponsored place, many conferences are a worthwhile use of library and literacy funds to ensure the focus of your learning resource provision remains relevant.

Luckily, I work with a really experienced and knowledgeable team who have their own areas of interest, keep up with these and share their information with the rest of the team. Making links with other librarians in your area is also extremely useful; at Hathershaw, I was part of a group of information professionals (mainly librarians from the education sector) who met up roughly once a term from various local institutions, with the aim of sharing good practice and offering support to each other. Funding in the educational sector is constantly being cut, with support staff being the hardest hit. This group helped to combat feelings of isolation and inadequacy that came with being a lone library professional.

If you can think of someone we could turn a spotlight on please let us know. Contact details can be found on 'the back page

What are your biggest professional challenges?

One of my biggest professional challenges is convincing myself that I'm not an imposter because I didn't do a library qualification when I finished formal education. There are many routes into libraries, and although librarianship is a hugely multi-faceted profession involving skills that include digital, marketing, archiving, research and strong organisational skills (and in an educational setting, teaching and pastoral abilities), the opportunities provided by organisations such as CILIP and workplace organisations

that offer training, support and networking links will all help you to become a well-informed and skilled library professional. Another professional challenge is reaching the top shelf (I'm only 5ft)!

What is your favourite book?

To narrow this down to 'book' (singular) is a big ask of a librarian! I *could* say 'The Children of Hurin' by J. R. R. Tolkien for its immaculately-constructed otherworldly escapism, Jack London's 'White Fang' provides a of depth of visceral emotion I haven't really found in any other book despite being from the perspective of a wolf-dog. I could also say '1984' by George Orwell for its scarily predictive qualities, but I think I will have to go for 'A Clockwork Orange' by Anthony Burgess as it plays with language in a really clever way and contains really important messages about society, crime and punishment. The banning of the film also makes me feel a bit rebellious reading it!

And finally…sum yourself up in three words.

Fun-sized frolics!

CILIP FELLOWSHIP- MY JOURNEY - CORINNE WALKER, CO-CHAIR OF COLRIC

Over the next few issues Corinne will share her journey towards CILIP Fellowship.

I'm not a qualified librarian. There I've said it! I've always learnt 'on the job' so to speak but the lack of a professional qualification has always nagged at me, despite my success in the field.

When I finished 6th form in 1984, I knew I wanted to work with books, but had no idea how or what, or that library degrees even existed. My school sixth form was tiny (there were only 30 of us), there was no careers advice, so I had no idea that you could do a degree to be a librarian. So, I did a History degree, tried book retailing and volunteered at my local library during university holidays, to see which direction to go in, and libraries came up trumps.

After leaving Uni, I worked at my local public library for a few weeks, before getting a library assistant role in 1987 at Salford University, where I spent 5 years in Inter Library Loans. Then in 1992, I saw a role much nearer home at Oldham, setting up a brand-new library from scratch, in a new purpose built sixth form college that was still being built. I was appointed 5 months before we moved in, was based in a Portakabin in the Town Hall car park two miles from site and only saw the new library I had helped design and furnish, on the day we moved in. All before the advent of PCs, the Internet and email. What a challenge!

In July 2019, I spoke at the CILIP Annual Conference in Manchester, about what makes a great school/college library and the work of CoLRiC. Afterwards I was approached by a representative from CILIP NW branch regarding Fellowship, and they asked would I be interested in undertaking it. At the time I was a bit distracted, so I nodded and smiled, and they said they would be in touch. I put it to the back of my mind, went off to sun myself on a beach in Corfu and thought nothing more of it.

After a really tough summer where I had a serious HR problem to sort out, my confidence was shaky to say the least, and nothing could've been further from my mind; I could barely think straight, and my self-confidence had taken a battering. In the madness that is Enrolment and Induction, an email popped up - are you still interested in Fellowship and would you like to meet to discuss further? Eh? Me? Fellowship? Really? And then, lots of expletives and OMG!

I duly arranged a meeting to discuss it and yes, they really did mean Fellowship and me! I never remotely thought that I would be eligible, experienced or qualified enough to pursue it, but after talking with them I realised that I had been 'doing myself down' and I could do it. The procedures were explained, and I was assigned a Mentor, which is normally outside of the sector you work in to give a more objective view of what you do.

Fast forward a couple of weeks and I met my mentor, having first sent through a couple of documents for him to see if I was on the right track, and thankfully I was. He made a few suggestions for amendments and some very useful comments on the whole process and we agreed to touch base about once a month, so he could see how I was doing. We agreed that an academic year would be a good timescale for completion.

Practicalities

You need to be a member of CILIP and be registered for Fellowship; both have a fee attached. Then you need to self-assess to PKSB (Professional Knowledge and Skills Base), review your job description and CV and comment with reflections. You have a mentor

assigned who is normally someone outside of your field. You then compile evidence under 3 categories and upload to CILIP's system.

Difficulties so far

Time

We're really short staffed so I'm struggling to have the time to collate evidence and give myself 'thinking time'.

Reflective thinking

Harder than it sounds! I like to think that I do this anyway - being self-critical is easy but reflective? I'm currently doing some middle management training where reflective practice is encouraged, so I'm getting into good habits early. All support areas have a 'Critical Friend' who they can use to bounce ideas off, get second opinions and use them for reflective practice. So, I've been keeping a journal, writing down key points and looking at how (if anything) things could be done differently.

e.g. Training plan for new staff - asked the newest member of the team to review and see if fit for purpose and what (if anything) needed to change/be done differently/any glaring omissions.

It's a challenge to be honest - maybe I've underestimated the scale of the task but I'm always up for a challenge! I'll keep you posted with my progress (or lack of!!).

RESEARCH

This new section of Impact will feature research findings on topics that affect our service and our users. If you have a piece of research, you would like to share please let us know. Contact details can be found on 'the back page'. We start with a piece of literacy research.

Are all types of reading equal, or are some more equal than others?

By John Jerrim | October 2019 | International studies |

This article was previously published here and is reproduced with kind permission of FFT education datalab and John Jerrim, Research Associate.

A wide range of previous research has linked reading during childhood to improved language skills and higher levels of academic achievement more generally. But does it matter what children choose to read? Does flicking through a magazine or reading a newspaper have the same

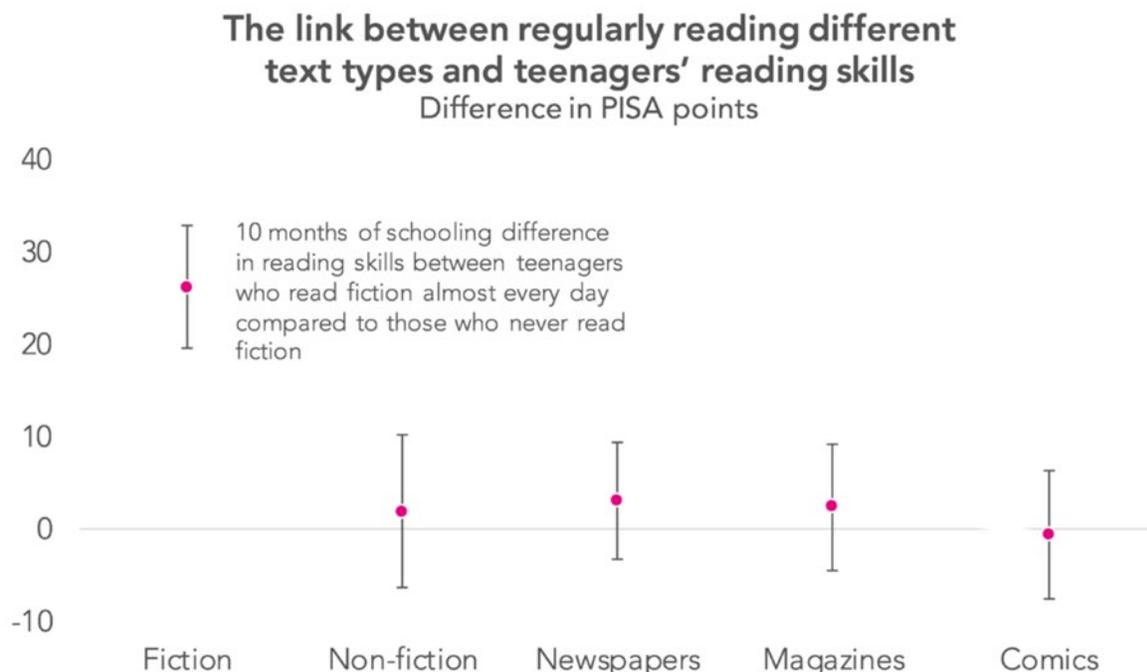benefits for young people as becoming engrossed in a novel? A lot less evidence currently exists on this.

In a research paper published earlier this year, my co-author Gemma Moss and I decided to explore this topic in detail.

The data we used was drawn from the OECD's 2015 PISA study. This asked 15-year-olds how frequently they read the following different text types:

- fiction books
- non-fiction books
- newspapers
- magazines
- comic books

Within our paper, we examined how the frequency with which young people read each of these different types of materials was linked to young people's PISA scores. Critically, our analysis controlled for a wide array of potential confounders (such as gender, socio-economic status and school attended) to try and rule out alternative explanations for our results.

A summary of our key findings can be found in the chart below. It illustrates how PISA scores differ between children who read each text type regularly (i.e. almost every day) versus those who almost never read that type of text.

The link between regularly reading different text types and teenagers' reading skills
Difference in PISA points

10 months of schooling difference in reading skills between teenagers who read fiction almost every day compared to those who never read fiction

Notes

Results refer to the difference between teenagers who read the text type almost every day compared to those who read the text type almost never.
Error bars represent 95% confidence intervals. Ten PISA test points is roughly equivalent to an effect size of 0.1 or around four months of additional schooling.

Teenagers who frequently read newspapers, magazines, comics and non-fiction books do not achieve significantly higher PISA reading scores than those who do not.

Yet the same is not true for young people who read fiction books or novels.

Specifically, teenagers who read fiction almost everyday score around 26 points higher on the PISA reading test than those who never read such books. This difference in achievement is large – the equivalent of around 10 months of additional schooling according to the OECD.

Is this result simply due to children who read fiction books just reading for a greater amount of time in total? After all, dipping in and out of a magazine, comic or newspaper takes a lot less time than trying to slog through a novel like War and Peace.

Interestingly, our analysis provided no evidence that this was the case.

We continued to find just as strong a 'fiction effect' even after we controlled for young people's total weekly reading time.

This finding has important implications.

Parents and teachers should not encourage teenagers to "just read something", no matter what this is.

Rather, they should focus their efforts on encouraging young people to engage more with novels and other lengthy fictional texts that encourages deep reading for sustained periods of time.

This is likely to be particularly important for boys from lower socio-economic backgrounds – the group we find to be reading this type of text the least, and who also have comparatively poor reading skills.

About the Author: John Jerrim

John Jerrim is a research associate at FFT Education Datalab and a professor of education and social statistics at UCL Institute of Education. John's research interests include the economics of education, access to higher education, intergenerational mobility, cross-national comparisons and educational inequalities.

THE BACK PAGE

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.

Three more issues of Impact are scheduled for the 19/20 academic year. The theme of each is outlined below. If you would like to submit an article, please note the advice below and the closing dates for submissions.

February 2020 – What shapes your service? We would love to hear how being rural, inner city, specialist, in an area of deprivation, high-achieving, recently merged (just a few suggestions) affects the service you deliver – deadline 24th January 2020

April 2020 – Stronger Together – Do you work closely with your local Public Library? Do you provide a joint service alongside other support teams in your college? We'd love to hear about the positive impact on students and how you overcame any challenges – deadline 27th March 2020

July 2020 – Conference edition "Developing Resilience: surviving and thriving in tough times" – deadline 19th June 2020

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-newsletter. There are no limits on the number of articles or the word count. The CoLRiC administrative team will be responsible for formatting, editing and proof-reading all contributions before publication. Please include the email addresses and job titles of all contributing authors. All authors will retain their copyright.