



Council for Learning
Resources in Colleges

IMPACT

2021 - 2022 Issue 2

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**The voice of
Further Education
and Sixth Form
College Libraries
and Learning
Resource
Services**

EDITORIAL – HELEN SHERWOOD

Every issue of Impact is several weeks in the making. I am writing this editorial on a day when the journey to work is still taking place in the dark. Hopefully by the time you are reading it we are all seeing more daylight. Workplace wellbeing is important throughout the year, with internal and external networks both having their part to play. Something that put a smile on my face was a comment we received from a CoLRiC member after the last issue: “-Thank you - really appreciate the 'Impact' publication - it motivates and inspires us!”-Thank you for the lovely comment and thank you to our members and sponsors for sharing experiences, ideas, successes and news.

In this issue the spotlight is on Iram Shireen, highly commended in our 2021 Jeff Cooper Inspirational Information Professional Award. Her nominators commented on her ability to be both “creative and realistic” and praised her ability to offer “... lots of encouragement to the students and [to] form... a very good rapport with both the tutor and students.”

We hear from Buxton and Leek College who were commended in our 2021 CoLRiC Innovative Practice Awards. The judges noted “the interactive nature of their inductions, which led to a recognised increase in their students' level of Information Literacy.”

Our new Vice Chair, Mishka Fielding, describes how she and her colleagues developed their digital strategy by focusing on digital capabilities. She shares some of the resources that helped them create an impactful digital environment that works for students, colleagues and team members.

Finally, we hear from Emma Duffield from IS Oxford, a valued CoLRiC sponsor. IS Oxford have released a brand-new range of ‘short and to the point’ video tutorials.

If you would like to contribute to a future issue of Impact, details of how to submit an article can be found on the back page.

A WORD FROM OUR CHAIRS

On January 25th 2022, our new Executive Committee Chair and Vice Chair officially took up their roles. Here, in their first column for Impact, they introduce themselves, talk about their membership of CoLRiC and their plans and ideas for the development of CoLRiC and the support of our members...

Sam Goldsmith - Chair

I am one of two Library Managers at The Manchester College and UCEN. I have worked in educational libraries (mostly) for over 25 years. I have had so much help and support via groups like CoLRiC over the years both professionally and personally, with great friendships formed. I value these networks highly and I know that I have made better decisions, been of a more positive mindset and had brighter ideas because of being involved. I really hope to help our members make the most of what CoLRiC has to offer.

Thanks again to Mirna Peach and Corinne Walker for doing such a brilliant job as co-chairs over many years. We hope to follow their fine example in guiding CoLRiC and being the voice of its members in negotiations with suppliers. We plan to refresh and update the constitution and encourage new active members of the committee, so we will be in touch with members soon to ask for volunteers!

Mishka Fielding – Vice Chair

I am the Library and Study Centre Manager at Loreto College, Manchester. I have over 15 years' experience working in libraries and learning resources, and I also work as a pastoral tutor. My professional areas of interest are engaging curriculum, marketing, and digital capability. As vice chair of CoLRiC, I intend to fully support Sam as our new chair by continuing the excellent work of the previous chairs and by bringing a particular focus on improving member benefits. I look forward to championing others in the sector and sharing best practice, helping colleagues to transform their services.

We are delighted to be looking after CoLRiC and paying back the knowledge and useful contacts it has given us over the years in supporting FE libraries and LRCs. Over the past five years increasing numbers of our colleagues are having to downsize or fight for their existence as their institutions struggle financially; we face the first inspections for two years and we believe there has never been a more crucial time to be a member of CoLRiC.

It's our first Impact issue of 2022 and whilst a New Year sparks new beginnings for many, for some it can mean increased pressure and stress, so don't forget to add some self-care to your daily routine. This could mean something small like taking breaks away from your desk or stepping outside for some air at lunch. Just ten minutes can make all the difference. Of course, your work will be still there when you get back, but you'll be revived and ready for the next challenge! And as always, CoLRiC will be here to help and support you.

Sam Goldsmith and Mishka Fielding, Chair and Vice Chair, on behalf of the Executive Committee

COLRIC NEWS

Thanks for the great response to our last issue of CoLRiC Impact. We encourage all of you to submit an article on any theme. Please email the admin team at colric@colric.org.uk for further information.

Do we have all your recommended local email contacts?

We're keen to ensure that we engage with members on a regular basis and are continually updating our contact database. Are there additional colleagues that you'd like us to add to our records? A deputy head of service, or a campus manager? Please let us know.

Access to member only content on the CoLRiC website

Everybody in your team will require a personal CoLRiC password to access some of the content, most notably current and previous issues of our e-newsletter CoLRiC Impact and the document repository. If you have not received an email from us inviting you to create your own password, then please email us for further advice and information. We will create an account for you and email you with further instructions.

Trending topics on our discussion forum

Autumn and Winter was a busy period on our discussion forum. It's a great place to ask a question, elicit feedback, share ideas or concerns or simply to reach out to your peers.

Recent topics provide a snapshot of your everyday priorities, considerations and concerns:

- ❖ Processes around the digitisation, storage and accessibility of print articles.
- ❖ Impact of out-sourced shelf-ready services on inhouse collection management, including cataloguing and classification.
- ❖ Organisation structures, job titles, roles and salary levels.
- ❖ Accession registers.
- ❖ Demand-driven acquisition.
- ❖ Multi-factor authentication.
- ❖ Managing negative student behaviours.

CoLRiC exists to support you in any way we can, offering advice, information and support. Please don't hesitate to contact us on any topic. colric@colric.org.uk

CoLRiC AWARDS: LET'S CONTINUE TO CELEBRATE CREATIVITY, RESOURCEFULNESS AND ENTERPRISE OVER 2022

One key benefit of CoLRiC membership is the eligibility to submit nominations for our two prestigious, high profile national Awards: The CoLRiC Jeff Cooper Inspirational Information Professional of the Year Award and the CoLRiC Innovative Practice Award (CIPA).

The Jeff Cooper Inspirational Information Professional of the Year Award is named in honour of CoLRiC's founder and presented to an individual who has demonstrated a commitment to change lives and empower students. The CoLRiC Innovative Practice Award (CIPA) is for teams that can demonstrate creativity, resourcefulness and enterprise in Library and Learning Resource Services in any capacity.

Why not make it one of your new year's resolutions to begin to prepare an application or nomination for our 2022

awards in readiness for our official call later in spring? Applications are reviewed by a judging panel comprising sector experts and members of CoLRiC's Executive Committee. The awards submission process will provide you with a great opportunity to reflect on the value and impact of your service and its contribution to teaching, learning and the student experience.

In 2021 we were looking for inspiring and creative contributions and innovative responses to the lockdown, and we ended the year on a celebratory high note, when engraved glass award trophies and certificates were formally presented to the winners in December before breaking for Christmas.

The CoLRiC Executive Committee applauded the winners and was impressed by the quality of all the nominations. 'Over 2020/21 we all experienced unprecedented challenges and change. Our members have responded in ways that showcase the creativity, flexibility and innovation of our sector. The stories our members shared this year highlight the positive impact our members have on students and colleagues. We thank everyone for sharing their experiences and congratulate our worthy winners.'



Inspirational Information Professional

Emma Luby, a senior library assistant at Bradford College, was presented with her Inspirational Information Professional trophy by Craig Tupling Vice Principal, Quality and Student Experience. It was brilliant to see colleagues from across the organisation turn up to the event to cheer on Emma and the library team. She is still on cloud nine after returning to work for the spring term. 'Thank you so very much for this fantastic award, I am so honoured and proud to have received it and to celebrate it with my team who have been so supportive. It has been an amazing opportunity.' Library manager Lakshmi Banner, leader of the team who nominated Emma, acknowledged her creativity, enthusiasm, resourcefulness, commitment to staff development, and focus on student achievement during a challenging year.



Special thanks go to Liz McGettigan of Solus UK Ltd. for being the external judge. For further information see: [Inspirational library assistant wins national award.](#)

Innovative Practice

Trafford College Group's Principal was in attendance for the presentation of the CIPA to the TCG Library Team for 'LibraryLive – integrating the Library Service into curriculum delivery'. As Microsoft Teams became a key method of delivering teaching and learning during lockdown, the team at Trafford College Group integrated library resources and support into the new learning environment. The project is a wonderful example of designing and delivering a rapid response to changing circumstances.

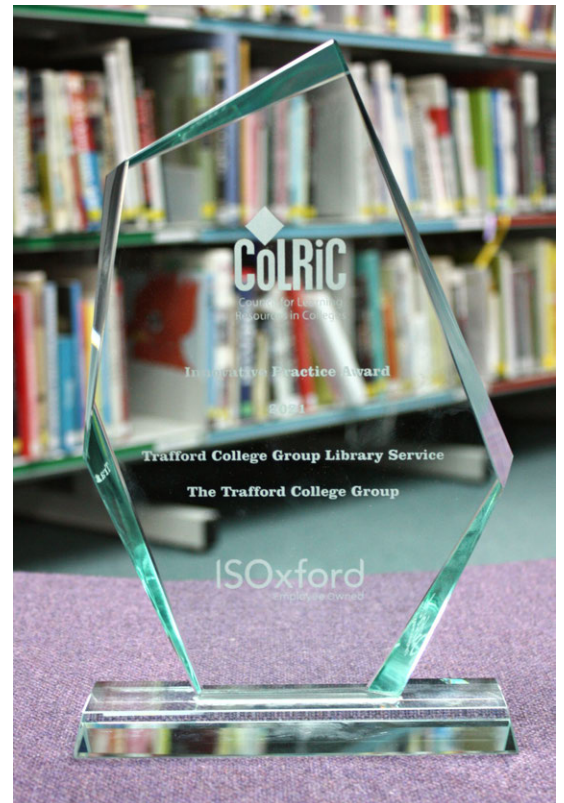
Karen Hurley, Library Services Manager said: 'It's fantastic to get this recognition for a library project which was developed whilst working remotely during the national lockdown and demonstrates the role the Library Service can play in supporting teaching and learning and improving outcomes for our learners.'



IS Oxford sponsored the 2021 CIPA and we were delighted to have Emma Duffield, Sales Manager for IS Oxford, on the judging panel. 'It was a pleasure to be involved with both sponsoring and judging this award. The resourcefulness and resilience of the library teams involved was fantastic.'

For further information see: [College Library Receives National Award for Innovation.](#)

If you'd like more information, and guidance about our 2022 awards, please don't hesitate to contact the CoLRiC Administration Team at colric@colric.org.uk




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CoLRiC IS DELIGHTED TO HAVE THE SUPPORT OF THESE SPONSORS



IS OXFORD - NEW FOR 2022 - HERITAGE CIRQA VIDEO TUTORIALS - Emma Duffield, Sales Manager, IS Oxford

The challenges presented by the coronavirus pandemic have changed the ways in which we work, communicate and look to acquire knowledge. Online content, videos and podcasts already dominated popular culture. Lockdown saw a sudden requirement to broaden access to educational materials online, resulting in an exponential growth in demand across all sectors. We now expect to be able to access information in whichever medium we prefer.



click image above to access video
(Heritage Cirqa customers only)

Those of you who use Heritage Cirqa will be delighted to hear that IS Oxford have introduced a brand-new range of video tutorials. [Our support website](#), already offered hundreds of helpsheets, downloads, an archive of the weekly 'hints and tips' emails and the user forum, but the addition of video tutorials will ensure that quick and effective access to help is even easier than before.

IS Oxford trainer **Tom Knightley** writes and produces all our video content. He has put 16 years of Heritage Cirqa training experience to excellent use and is building a comprehensive directory of videos that will address commonly asked questions and core library management tasks.



As educators, you will know the benefits that video and audio can provide when compared with purely text-based learning:

Effective - When undertaking step-by-step instructions it is often quicker to watch and follow along than interpret text. If you're struggling to understand then watching, pausing, rewinding and listening again is far more powerful in helping absorb information than reading the same text over and over.

Accessible – Different learning methods require different approaches, and therefore supplementing our text-based documentation with video will ensure we are providing the same service to as broad a range of people as possible. Videos are processed 60,000 times faster by the brain than text, so it is no wonder many of us often choose video over text as an easier route to understanding.

Quick – We aim to keep our video tutorials short and to the point – ideally only a minute or two in duration and each focusing on a single process or idea. They are quick to watch and quick to produce, which means that we can offer more content and keep instructions updated more easily.

Flexible - Written instructions involving screenshots can be long and daunting. More complex processes can be addressed with a playlist of short, targeted video tutorials so you can skip all the steps you already know and get straight to the information you need.

Atmosphere – Videos are more engaging and interesting than text, and offer a face-to-face learning experience, even if there is no face on camera. Simply put, they are far more enjoyable to use.

The range of video tutorials is easy to find. You can either browse through the list of titles or search [our support website](#) for a topic and then refine the results by 'Video'. Tom has even recorded a short video explaining how to find and access the video tutorials. He is adding more tutorials to the list each week and Heritage Cirqa users can send him suggestions for processes they would like to see covered. Yes, he does requests!

The Heritage Cirqa library and resource management system is used by over 50% of UK FE Colleges. For more information visit cirqa.co.uk.

SPOTLIGHT ON.....

Iram Shireen, Learning Centre Facilitator, Calderdale College – Jeff Cooper Inspirational Information Professional of the Year highly commended 2021

How did you become a Learning Centre Facilitator?

I originally started out as a library assistant in public libraries. I worked at the public library in Halifax for three years and during my time there, I did several IT courses along with an NVQ qualification in Library and Information Services. I realised I enjoyed working with computers and it was something I picked up effortlessly.

I put my newfound skills to effective use and started work at Calderdale College in 2002 as a Resource Based Learning Instructor in the Learning Centre. The job offered the best of both worlds - an opportunity to support students with IT and maintain my library skills.

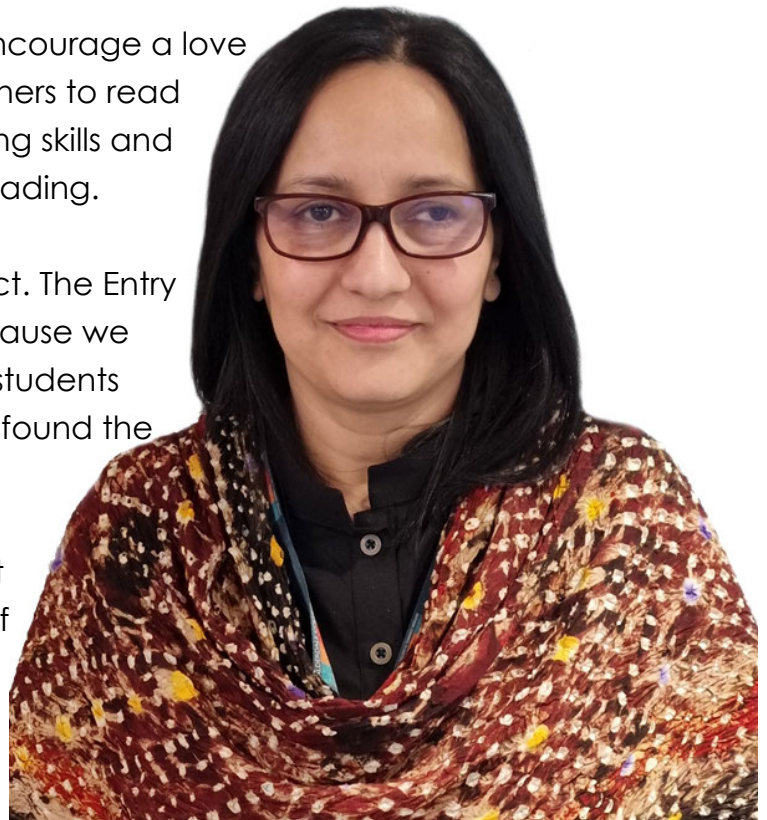
Fast forward twenty years; a lot has changed and there are always new and exciting challenges.

Could you tell us something about your SOAR (Switch Off and Read) literacy project?

The aim of the SOAR project was primarily to encourage a love of reading but more specifically to get our learners to read more, develop their reading, writing and listening skills and enable students to gain confidence through reading.

I worked with colleagues to promote the project. The Entry 3/Level 1 groups were ideal for this project because we had resources that could support them. These students were new to college, or reluctant readers who found the Learning Centre daunting.

The SOAR project was about building a rapport with the students, creating familiarity as point of contact and support in the classroom. We wanted the sessions to be fun and interactive too, it was a seven-week project with different topics each week.



Each week we put together a classroom box with books, audio books and magazines related to each topic. The box was taken up to the classroom at the beginning of the week and then the following week we ran online sessions for students to discuss what they thought.

There was plenty of choice for the group to select something to read and review. The students enjoyed the sessions, and we received fantastic feedback from their tutor. They found the topics interesting and enjoyed learning about real life facts and sharing what they learnt with the class.

'The students have really enjoyed taking part in the interactive online sessions where you provided a range of books, different topics each week, which they read/looked/listen to, and wrote a review. They particularly enjoyed having their turns to review the book with you both, independently, and then give you 'scores on the doors' for the book!'

How did you manage to engage the IT department?

The Computing and IT curriculum were identified as a low usage group. The department are not active users of the Learning Centre as the learners are inclined to using digital resources. Therefore there is little engagement with staff and students except for inductions.

As the Curriculum partner for Computing and IT I developed a strategy to engage with the department and promote the Learning Centre resources and services to increase usage.

I asked the IT tutors to look at the stock we have in the Learning Centre. I wanted the department to be fully involved in any decisions when ordering resources for learners, to encourage them to use the facilities in the Learning Centre.

I produced an online survey for the IT students with regards to their reading choices, social media habits and if they were aware of our services. Interestingly, a few students didn't even know we had a library! This was more due to the fact that they didn't realise that the Learning Centre is the actual library.

I also attended sessions on Teams to engage with students to explain what my role is and what I can do for them and signposted them to other resources. New additions were added to our existing stock which included academic books but also non-fiction, and I expanded the

science fiction, fantasy, and graphic novel collection with suggestions from the staff and students to encourage wider reading. This approach has improved communication between the IT team and the Learning Centre team and learner interaction has increased.

What have been the biggest challenges with these projects?

The biggest challenge was Lockdown – both projects were to be hands on. The idea was to participate in person and take a proactive approach, go to the classroom, and invite groups to the Learning Centre for activities.

Both projects were done remotely via Teams. Whilst this was successful, some of the planned activities had to be adapted to suit remote teaching. I was fortunate to have a lot of support from my colleagues and my manager to deliver the projects without delay and as planned.

Which curriculum area would you like to work with next?

I would love to work with Art and Design. I am currently working with L1 Creative Studies, helping the group to develop their ideas using a range of software creating wonderful artwork for their portfolios.

And finally... sum yourself up in three words

Friendly, helpful, a perfectionist!

CoLRiC Innovative Practice Award commended 2021: MYSTERY IN THE LIBRARY AT BUXTON AND LEEK COLLEGE AND THE UNIVERSITY OF DERBY - Kim Webb and Sue Gregory, Library Facilitators, Buxton and Leek College, University of Derby

Induction was clearly never going to be 'normal' in 2020. Students were on campus, but with limited numbers permitted in the library to maintain Covid safety, quarantining of books ongoing and general anxiety high, we obviously needed to do something completely different. Online induction for FE students was born!

Previously we delivered a tailored induction session for each level, and we felt it was important to replicate that so as not to overwhelm or dumb down. We decided to use Padlet to host

videos, activities and quizzes, with a separate Padlet created for our Level 1, Level 2 and Level 3 Year 1 inductions. Each began with a virtual library tour developed using Prezi by our Media Officer, before showing students how to find resources and providing opportunities to have a go. They try searching for online resources and information from the library catalogue to answer the questions they are given.

For the Level 3 induction we adapted a game-based activity that already existed for classroom delivery: **Mystery in The Library**. Students identify the accomplice in a theft from the library by finding clues within online resources. They are given a set of suspect profiles, each with a possible motive for committing the crime. Students search the Library Catalogue, open eBooks to find names, cities and topic clues, as well as searching Discover (our FE Discovery service) to find magazine articles, and Gale OneFile: News to find news bulletins. The answer for each clue gives a letter/s which will spell out the name of the accomplice.



Being able to practice finding and using a wide range of resources positively impacts students' learning as they are equipped immediately with the tools to find the information they need from the library. Technology used to create activities included Biteable, WeVideo and Panopto to make videos; Springshare's LibWizard to develop tutorial activities; and MS Forms to collect answers and responses. Using such a variety keeps the format fresh. Using these tools ensures accessibility is built in.

This induction style covers far more than could be included in a face to face induction. It is arguably much more fun too, so overall it has had a far greater impact on our information literacy teaching. Feedback from students has included: **"Fun to do and easy to use"**, and **"It was fun!"**, with most students scoring the activities positively for 'enjoyment', 'usefulness', and 'increasing confidence at using library resources'.

There is flexibility in potential delivery: teachers can choose to work through the induction with classes as a group activity or set it as an independent task during the induction weeks. Previously there would be no flexibility here: a late starter or absent student may miss library induction altogether. Delivered online, students can catch up independently and easily, again providing impact to more individuals.

The activities are sustainable and can be reused annually with minimal adaption required. Additionally, they reduce the amount of paper used, making it environmentally sustainable too.

The online versions have continued to be a large part of our Inductions for 2021. A tour was delivered by library staff followed by completion of online activities. We decided to carry out tours this year to encourage orientation and to increase confidence with using the Library for independent study. We have found this combination fits in well with the current blended learning approach of the college.

BUILDING A DEPARTMENTAL DIGITAL STRATEGY - Mishka Fielding, Library and Study Centre Manager, Loreto College, Vice Chair of CoLRiC, Chair of Jisc's FE Learning Resources and Library Services Community of Practice

With digital provision becoming ever more requested and required in the FE library, the creation of a departmental digital strategy is a proactive and advantageous step for many services. It is a way to reflect honestly on current provision, whilst exploring and assessing comparable services, and looking forward to future developments and possibilities.

As the Library & Study Centre (LSC) Manager at Loreto Sixth Form College since April 2019, this is a process I have recently undertaken within my own department. Loreto College is based in south Manchester, has over 3600 students, and offers a wide variety of A-Level and BTEC provision. My role, therefore, involves managing a traditional library, an LRC and two study centres - each designed differently to meet a variety of needs and learning styles – and a team of three study centre supervisors and a library assistant.

Applying the knowledge and experience gained from over 15 years' experience of working with libraries and learning resources, combined with the individual skill-sets brought from the non-library backgrounds of my team, we spent over 12 months transforming our service and updating it to a level we felt was comparable to other college libraries. This was achieved partially through the creation of a departmental brand, a focus on improving inclusivity and accessibility, and modification of our settings to increase student productivity.



Loreto
sixth form college

To confirm that our current provision was of a good standard, we required external assessment. We therefore liaised with Jisc and arranged a departmental review in January 2021, which took place virtually due to lockdown. Despite the constraints the pandemic placed upon us, Jisc were incredibly accommodating, and interviews with myself and my team, senior managers and students took place via MS Teams. Jisc scrutinised the following areas:

- ❖ Learning, teaching, students' experience and the service
- ❖ Our digital resources and library systems
- ❖ Student views of the service
- ❖ Leadership and management of the service

Following the review, Jisc provided a report of recommendations, with the most evident area for improvement being "digital capability". It was suggested that a digital strategy should be drawn up to help guide our service in the right direction and so this became a major priority for our departmental development.

Before attempting to begin working on the strategy, I undertook a lot of research and studied documents such as Jisc's 'How to shape your digital strategy' and 'Developing an organisational approach to digital capability'. I reviewed digital capability frameworks and toolkits, and appraised documents aimed at senior leaders, such as 'Key questions college leaders should ask... [digital age]'. I also attended webinars and shared best practice with colleagues who were prepared to meet to discuss their own strategies.

From my research, I found Jisc's 'Building digital capabilities: The six elements defined' (now revised) was a framework which covered all the relevant areas we needed to assess ourselves against, covering the following elements:

- ❖ ICT infrastructure and proficiency.
- ❖ Information, data and media literacies.
- ❖ Digital creation, problem solving and innovation.
- ❖ Digital learning and development.
- ❖ Digital communication, collaboration and participation.
- ❖ Digital identity and wellbeing.

Once we had achieved what we considered to be a solid foundation for our service, we were in a position to explore the wider context and the new developments and initiatives happening within the sector.

Each of the elements are then broken down into more defined characteristics. When all the criteria are met from each of the elements, this shows that you have a digitally capable department and team. It is a fantastic resource and can be used by staff in any role in an educational setting, as well as by students who wish to improve their capabilities. It is particularly useful for supporting digital capability discussions, planning, and reviewing development, and for identifying gaps in learning, mapping digital expertise (from individual roles to the institution as a whole), and signposting development opportunities such as digital badges.

Using the framework elements, we were able to identify the effectiveness of our existing initiatives and provide new objectives for areas highlighted as having little or no digital provision. From this, it became clear that our service had two priorities:

- ❖ Priority one: Upgrade, update and upskill (2019-2021)

This priority involved upgrading technology, on both a large and small scale; from offering an interactive Library Management System (LMS), to providing peripheral hardware such as headphones for online lessons. It also became clear that we needed to update our online presence and resources, and that we required a team digital skills audit to identify gaps to inform future training.

- ❖ Priority two: Demand, deploy and deliver (2021-2022)

This priority aimed to ensure that the department was meeting user demand through deploying the LSC team to deliver a digitally capable service.

In using the framework as an audit and a guide for advancement, it was apparent that we had already started to put in place many of the recommendations from Jisc. For instance, we had upgraded the LMS and implemented Shibboleth, and so increased digital accessibility. We had also begun building a new Library website and platform to host our online resources. This meant that some elements of our strategy were written retrospectively, demonstrating our full journey.

Once we had completed our assessment of the department, we were able to create strategic aims and objectives, expected outcomes, and to formulate the strategy as a whole. Our digital strategy took shape as a formal document outlining context, rationale, vision, and priorities. It also included details of how we were to implement the strategy, and our methods of monitoring

and evaluation, such as surveys, learner voice, satisfaction feedback and suggestion forms.

After implementation, data from 2020-21 was collected, analysed and interpreted, and this indicated that both staff and students were benefiting from our new innovations. After the introduction of Shibboleth and the Library website, for example, our online resources saw a 48% increase in use. Other analytics showed that our site was being accessed via mobile devices and tablets and was most popular in the evenings around 8pm. Additionally, usage figures from the new LMS showed the college community interacting with their accounts: utilising the click and collect service, renewing their items online, and responding to e-reminders.

The strategy is reviewed every term and a new strategy is scheduled to be devised in 2022-23, with a focus on more specific areas such as eBooks, digital workshops and accessibility.

Following the implementation of the digital strategy, our service has started to meet user-needs on a much more comprehensive level, proactively improving our digital provision and accessibility. Our team has increased their digital proficiency through training, developing their transferrable skills and so increasing their job satisfaction. Furthermore, we are now working with curriculum teams and are growing our reputation across the college through our digital initiatives. Not all library and learning resource services will be in a position to prioritise digital capability – perhaps due to constraints such as budget, time, and staffing issues – and there are no set formats, requirements or expectations for a digital strategy. However, in my personal experience, formulating and writing our strategy has been valuable and demonstrably beneficial, and it is a process I would highly recommend.



If readers want to find out more about how Jisc supports college LRCs, they can get in touch either through their [Jisc account manager](#) or they can contact lis.parcell@jisc.ac.uk directly.

References/recommended reading:

[Developing organisational approaches to digital capability.](#)

[Building digital capability.](#)

[What is digital capability | Building digital capability \(6 elements diagram\).](#)

[Digital wellbeing of learners.](#)

[The digitally capable organisation.](#)

[Leadership and digital strategy development.](#)

[Digital skills toolkit.](#)

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 [send an e-mail](#) with a short outline of proposed content.

If you submit an article about the service at your college, please include a summary of key service information that will provide the reader with some context and help them to compare with their own college e.g., staffing numbers/types/opening hours.

Four issues of Impact are scheduled for the 2021-2022 academic year. Themes for the remaining issues are outlined below. If you would like to submit an article, please note the advice below and the closing dates for submissions.

May 2022 - All change – deadline 8th April 2022

July 2022 – End of year reflections – deadline 8th July 2022

To submit an article please email the following to colric@colric.org.uk: (a) an unformatted Word document; (b) any associated files or good quality images, if prompted send images as 'Actual size', head shots should be sent against a clear background; (c) any recommended further reading; and (d) any links to any external content to be embedded into the final e-newsletter. There is a word count limit of 1,200 on articles. Word count limits for other regular features will be confirmed with members ahead of submission. The CoLRiC Impact editorial 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.

