



Council for Learning  
Resources in Colleges

# IMPACT

2021 - 2022 Issue 4

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

## EDITORIAL

Welcome to the latest issue of CoLRiC Impact. You will all be busily preparing for the onslaught of another academic year, so we're delighted to share a selection of informative and thought-provoking articles highlighting diversity and creativity across the sector. Hopefully it will provide some welcome respite. Grab a brew and enjoy.

Nic Semple, Library Support Officer at The Manchester College looks at how best to improve the usability of a library website, offering insights into sitemaps and navigation. A well-designed and structured information architecture is crucial to successful website navigation and will improve the discoverability and uptake of library resources and services. Nic writes: 'The usability of an information-focused website is dependent on an intuitive structure.' She cleverly juxtaposes physical library services with their digital incarnation. 'A website is like a library. Instead of a cataloguing system, you have sitemaps. Instead of Dewey, you have a navigation bar or buttons. If you have not put much thought into how your website works, the usability is compromised.' Nic takes us on a journey demonstrating the planning and processes The Manchester Colleges utilised to inform, initiate and execute this project.

Jacqueline Ponka retired as Head Librarian at Holy Cross College in April 2022 after a successful career spanning three decades. In this issue she reflects on some of the changes to the FE information landscape over that period. 'There have been so many changes to our services, the biggest being the move online. Fundamentally however, we continue to be there to support our students in finding the best information sources to support their studies and their individual growth. We enable students to become independent researchers and are there to guide them and support them in whatever way we can. That is a privilege that I wouldn't have missed for the world.' One absolute constant throughout Jacqueline's career is the cross-sector support, collaboration and networking that continues to define the library community. She cites the networking opportunities of CoLRiC as a key resource and service. 'CoLRiC has always been important to Holy Cross.' The previous Head Librarian at the College sat on the Executive Committee and was editor of the CoLRiC newsletter. There are plenty of opportunities for members to join in committee activities and projects. Look out for a rally cry in the CoLRiC News section of this issue.

***'There are plenty of opportunities for members to join in committee activities and projects. Look out for a rally cry in the CoLRiC News section of this issue'***

CoLRiC is all about demonstrating the value and impact of library and learning resources services, but also celebrating achievements across the sector by enabling members to share local initiatives and experiences. Tom Hewitt, Centre Librarian at Northampton College, has written an uplifting feature about the library's recent annual awards ceremony, showcasing the achievements of students participating in library projects. 'The ceremony allows the library to recognise the efforts of students engaged in a number of literary, numeracy and reading activities, including Maths Magician.' (Northampton College's numeracy project won CoLRiC's Best Practice Award in 2018 and is featured in CoLRiC Impact 2019, issue one; available for members to read in our Document Repository.)

Mags Griffin, LRC Manager at St Francis Xavier Catholic Sixth Form College, writes about the library and learning resource centre's experiences supporting the potentially onerous Copyright Licensing Agency's (CLA) random collection of royalties data. 'The exercise would be an uncomfortable experience in any work environment. So, when the CLA contacted me to set up an introductory meeting with key stakeholders from across the college in July 2021, I was apprehensive, as well as curious about the CLA and how this process would evolve.' In this article she articulates that evolution, and the interface with key players including IT and teaching staff.

Look out too for all the latest CoLRiC News. There is:

- ❖ A request to Heads of Service to encourage staff in their teams to volunteer to support CoLRiC committee activities and projects. It will provide an invaluable CPD opportunity and may be of interest to early career professionals or staff new to the FE and Sixth Form College library and learning resource sector
- ❖ A call to you all to share your input into our research initiative reflecting on the legacy of two years of pandemic trauma on students and staff. How has Covid affected library and learning resource services? Please try and put aside a few minutes to respond to our questions. We will publish a summary of key trends and issues later in the year
- ❖ CoLRiC MediaWatch: an alerting tool designed to save you valuable time by providing brief overviews of news stories, research projects and developments across the national and international education sector. It includes Ofsted's latest briefing update on its series assessing the Covid pandemic's continued impact on education providers.

If you have a story to share, we'd be also delighted to publish it in a future issue of Impact.

Please don't hesitate to contact us if you require further information.



### Upcoming event

#### **CoLRiC Online Seminar: Assistive Technology: freely available tools to support learning (Friday 7th October 2022 12 pm – 1 pm)**

This free member seminar introduces the challenges faced by students with Specific Learning Difficulties or Disabilities (SpLDD) when learning. It covers software and apps that can assist with studying more effectively.

This session will help participants to:

- ❖ Recognise the main challenges students with SpLDD face when learning
- ❖ Develop an understanding of the software that can be used by students with SpLDD
- ❖ Identify apps and strategies that make it possible for students with SpLDD to engage with learning
- ❖ Recommend appropriate Assistive Technologies to students with SpLDD.

The presenter is Andy Eachus – Digital Skills Trainer at the University of Huddersfield. CoLRiC's Chair Sam Goldsmith – Library Manager at The Manchester College – will host the session, and after the presentation there will be opportunities for Q&A.

**Who should attend?** Any member of staff who works with students with Specific Learning Difficulties or Disabilities (SpLDD).

**Ready to book?** Please [email the Admin Team](#) with an expression of interest to reserve your place at this seminar.

## COLRIC NEWS

### CoLRiC Executive Committee is recruiting new members and volunteers

#### **An exciting opportunity for you to contribute to the work of a high-profile national organisation representing Further Education and Sixth Form College Libraries and Learning Resource Services**

CoLRiC is keen to expand its Executive Committee (EC) as its resource and service portfolio develops to embrace an increasingly diverse and challenging FE/SFC environment. We are looking for colleagues keen to contribute strategically and operationally to CoLRiC, but also to co-opt members who may be interested in supporting specific projects on a task finish basis.

This call for is for colleagues from any background, from senior staff to early career professionals keen for the professional development opportunities that committee working can offer.

The CoLRiC EC works collaboratively, agreeing responsibilities, roles and tasks, working in smaller groups or teams to deliver agreed targets and outcomes. It is supported by an administration team and meets virtually approximately four times a year.

#### **Benefits of volunteering:**

- ❖ Major professional development opportunity to support CoLRiC's senior committee officers, shadowing and learning from our Chair and Treasurer, for example
- ❖ Contribute to the strategic and operational planning of FE and SFC library and learning resource services
- ❖ Boost your CV
- ❖ Network with and learn from colleagues from a diverse range of backgrounds and organisations
- ❖ Manage or contribute to projects
- ❖ Raise your professional profile and that of your organisation across the national library and learning resource community
- ❖ Work collaboratively with colleagues committed to the development of quality assurance standards, championing value, impact, exemplary practice and innovation.

**If you don't want to commit to a formal committee role, we would be delighted to co-opt information professionals who might want to contribute to some of our current projects.**

These include:

- ❖ Creative input into our CPD/online seminar programme, commissioning speakers and topics of interest to the membership
- ❖ Digital service development, including web content creation and management using the WordPress platform. The CoLRiC website is our key public facing resource for publicity and member recruitment
- ❖ Repository management and development, helping shape a key member resource and collection of exemplar documents and resources shared by the community
- ❖ Peer Accreditation Scheme: PAS is CoLRiC's flagship service, helping evidence value and impact through rigorous self-assessment and quality assurance. This role would be ideal for a senior manager with a strategic focus
- ❖ Social media: contribute content and ideas to support the expansion and development of our social media portfolio, including Twitter, for example.

### **Interested? Here's what to do next**

Please contact our administration team expressing your interest in joining us.

**Email:** [colric@colric.org.uk](mailto:colric@colric.org.uk)

**Tel:** 07879667347



We will send you more information and a brief application form.

### **What is the legacy of two years of pandemic trauma on students? How has it affected library and learning resource services? We need your input**

On April 4th Ofsted published its [Education Recovery spring 2022 update](#), citing evidence gathered from routine inspections. Key themes arising from the research indicate that the pandemic continues to hinder students' learning and personal development.

- ❖ Many FE students have lower levels of knowledge and skills
- ❖ Disruption has adversely affected student behaviour, social skills and attitudes
- ❖ Recruitment and retention of staff is a challenge
- ❖ Mental health and emotional wellbeing concerns remain high
- ❖ Staff Covid related absence is a key concern
- ❖ Work experience placements remain difficult to secure.

To explore some of these themes and their impact on library and learning resource services we held an online discussion forum on Thursday May 19th, 2022. The outcome of this event will form the basis of a wider consultation with the CoLRiC community, and we will publish a report later in the year. Here is a flavour of some of the discussions.

- ❖ The legacy of pandemic trauma has undoubtedly impacted the student body; compounded by exam and study stress. There have been meltdowns and panics over deadlines, and intense anxiety about exams after two years of isolation. Some libraries have transitioned to offering more mental health and wellbeing support, beyond their traditional remit
- ❖ Participants noted a decline in critical thinking, independent learning, research skills and print and electronic information resource awareness. A key impact of Covid has been the requirement to transition to digital resources, services and remote access and to help students develop a new set of digital literacy skills. There's increasing evidence that the lack of face to face induction and training and the reliance on pre recorded videos and online delivery was reducing the impact and effectiveness of these essential introductions to college life
- ❖ There has been a notable deterioration in student behaviour; an understandable eagerness to congregate and socialise in large groups after lockdown, but accompanied by a lack of social maturity.
- ❖ Staff retention and recruitment have been impacted badly in some library services. One participant noted that after furlough a third of staff did not return to work. Many colleagues used the lockdown to reflect on their work life balance and future careers.

We are keen to elicit your opinions on these emerging themes and encourage you all to spend a few minutes responding to the following five questions, emailing your feedback to the Admin team – [colric@colric.org.uk](mailto:colric@colric.org.uk). All comments will be anonymised in the final report.

Thanks in advance for your support.

- ❖ Have you experienced any rise in student mental health and wellbeing issues since they returned to college this academic year?
- ❖ Do you have examples of lower levels of knowledge and skills that have impacted on student induction, reading, numeracy or information literacy?
- ❖ Have you experienced a deterioration in student behaviour and attitudes that have impacted on the ability to manage library and learning resources services? Ambivalence to learning and non attendance in the classroom has been cited as one adverse effect of the lockdown
- ❖ How are you managing with staff recruitment and retention? Do you think that the pandemic and lockdown have encouraged some staff to reappraise their life and careers, or seek opportunities outside of the FE sector?
- ❖ In view of the above four questions, has the Library, LRC or College put in place any mitigating measures or initiatives to manage these problems?

### **Two FE teams recognised by CILIP in the 2021 Welsh Library Team of the Year Award**

In Autumn 2021, CILIP Cymru Wales announced the winners of its Welsh Library Team of the Year Award.

The winner was the Estyn Allan training and development programme which develops staff skills, knowledge and confidence in delivering bilingual digital activities in libraries across Wales.

Second place was awarded jointly to two FE library teams.

The Coleg Sir Gâr Library Service was recognised for its work in upskilling the team during Covid-19 and embracing Google's Workspace Skills. The team raised awareness of the CLA Education Platform, pivoted to Click and Collect, established a Virtual Library Helpdesk, and created Library Quick Clips, short bilingual video clips on a range of topics.

The Library and Learning Technology Service at Grŵp Llandrillo Menai responded to Covid by establishing a Library Technology team to support learners and staff. As well as one-to-one and group sessions, the team were instrumental to the first hybrid Teaching and Learning



Conference. The team created a new bilingual Study Skills Site and online subject guides and coordinated a project to supply over a thousand devices to students to facilitate learning from home.

Andrew Eynon, Library & Learning Technology Manager for Grŵp Llandrillo Menai says:

**'The library team was very pleased to gain this recognition for the speed in which they responded, and the new services they developed, as a result of the Covid pandemic.'**

You can [read more about all the winners of the 2021 CILIP Cymru Wales Library Team of the Year Award.](#)



### **CoLRiC's free online seminars programme – we invite you to suggest topics**

CoLRiC inaugural members' only free online lunchtime seminar was held in February 2022 on the theme of 'Digital Accessibility: Removing Barriers to Learning.' It was followed by 'Creating a Departmental Digital Strategy' and future seminars will include 'Assistive Technology: freely available tools to support learning' ([Book Now](#): Friday 7th October 2022 12 pm – 1 pm) and a series on demonstrating your value to senior management.

We'd love to have your suggestions for future seminar topics please. We want to ensure that the CoLRiC seminar programme is relevant to your needs, so please email the Admin team with any ideas, or perhaps you have something you'd like to present on a project or theme yourself? We look forward to hearing from you.

## 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 needs 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.

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## COLRIC MEDIAWATCH

### Ofsted's recent report on the impact of Covid on the education sector

On the 20th July Ofsted published its third set of briefings in a series looking at the [pandemic's continued impact on education providers](#). 'The legacy of the pandemic and repeated lockdowns continues to affect some children and learners' education and development. It's clear that education providers are responding to the ongoing challenges of Covid with creativity and resilience. But the pandemic and lockdowns created some distinct problems, which are taking time to shift. Some young children are still behind in their development; older children are experiencing higher levels of exam anxiety than usual, and difficulties recruiting and retaining staff have been exacerbated across all phases of education.' The report also noted that in some FE colleges students were still not receiving sufficient classroom teaching. 'This is narrowing their opportunities to gain practical skills and limiting their social engagement, which could have serious consequences on their readiness for the workplace.'

Interestingly, these findings concur with the preliminary feedback CoLRiC has gathered to date on the impact of Covid on library and learning resource services. We've been asking you all about the legacy of two years of pandemic trauma on FE students. How has it impacted on library services? Mental health and wellbeing? Lower levels of reading, numeracy, information literacy? A deterioration in student behaviour? What are your opinions? Please share your thoughts with us, and we will publish our findings in a report that will also be sent to Ofsted, the Association of Colleges and national FE publications.

## Ofsted September 2022 inspection changes

You'll all be aware that [Ofsted has reviewed and updated its inspection framework](#) and handbooks for September 2022, as it prepares to introduce a new 'sub-judgement' for colleges on [how well they are contributing to local skills needs](#).

FEWEEK note: '[Ofsted's five-year strategy](#), published in May, said that over the next four years all colleges will be subject to "enhanced inspections". This will involve an assessment on how well they are meeting the skills needs of the economy.' CoLRiC is curious about the role library and digital skills might play in this process, and if it will enhance our visibility during Ofsted inspections.



## Jisc update

There are some fascinating projects and initiatives being undertaken by our sponsor Jisc. Here's a selection.

On the 5th July Robin Ghurbhurun answered the question '[How can technology support employability within further education?](#)' He writes: 'The enforced switch to remote work and study caused by the Covid pandemic has meant both teachers and students have had to rapidly improve their technological skills, not just in subjects with a digital focus, but across the board. With digital skills now central to almost all professions, there is an opportunity within further education to bridge the gap between what students know, and what they need to know. The introduction of digital T-Levels in September 2021 was a positive step towards placing digital skills and employability at the heart of learning.' His article also touches on the impact of AI and machine learning on the sector.

On July 11th Sue Attewall shared some insights into a chatbot pilot that will help further education colleges '[unlock the potential of artificial intelligence](#)', addressing key sector challenges around staff workload and learner satisfaction. '[Jisc's national centre for AI in tertiary education](#) has provided four further education colleges with a chatbot based on [Ada, a pioneering digital assistant](#) developed by [CoLRiC member] Bolton College.'

Don't forget that you can still catch up with the second edition of Jisc's June 2022 [AI in tertiary education - A summary of the current state of play](#).

Jisc's latest [e-books for FE July newsletter](#) is now available alongside a new range of [e-book promotional materials](#) that will help support your marketing and e-resource awareness activities.

On a tangential note, publishers say the popularity of readers discussing their favourite books on [TikTok helped lift sales to record levels in the UK](#) in 2021. 'Total book sales rose 5% to £6.7bn last year, with fiction, children's and young adult all performing well, the Publishers Association said.'

### **Trending topics on our discussion forum**

Summer is proving to be a busy period on [CoLRiC's 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.

Jane Spellman, Librarian at Queen Elizabeth SFC, posed a question about value for money and electronic resource acquisition and uptake. Many Colleges are reviewing their online portfolios in the light of changing user behaviour, jettisoning low use content and seeking alternative resources. Whilst considering cheaper alternatives, the key consideration was the quality and depth of coverage.

Jim Temple, CoLRiC Treasurer and Library Services Manager at Aquinas College, noted in regard to low usage: 'The key to promoting and increasing any online resource usage is user education and research/study skills sessions.'

Other discussion forum topics included:

- ❖ College approaches to developing support guidelines for students going through gender transformation
- ❖ Processes for distributing student ID cards in readiness for the new academic year
- ❖ PDF books
- ❖ Harvard referencing.

It's worth reminding you all that you can use the CoLRiC discussion forum to publish job vacancies. It can be an invaluable tool to support your HR and recruitment activities.

The forum is hosted by JiscMail. To access it you must register for an account with them. Registration is free and employees at any member College can join using their work email address.

## Miscellanea

- ❖ The impact of the pandemic on staff stress is an international problem. On June 14th the Harvard Business Review's Ryan Pendell reported on '[Stressed, Sad, and Anxious: A Snapshot of the Global Workforce](#).' 'Gallup's new data on the global workforce in 2021 reveals that employees around the world are experiencing stress at an all-time-high level, and worry, anger, and sadness remain above pre-pandemic levels. These emotions are organisational risks: If leaders aren't paying attention to employee wellbeing, they're likely to be blindsided by top performer burnout and high quit rates. Today's leaders must think beyond physical wellness to capture the broader dimensions of overall wellbeing, capture data on how their employees are doing, and make employee care a permanent part of organisational culture.'
- ❖ Ironically, The Guardian recently reported that [Ofsted inspections were having a debilitating effect on student wellbeing](#). A group of sixth formers turned the tables on Ofsted by inspecting the inspectors, articulating an alternative inspection scheme and publishing a video about their findings online. 'The narrative about mental health is too often about social media and not enough about the impact of league tables and Ofsted, which forces young people to fit into very narrow definitions of success. The more we investigated, the more we realised that the pressure of league tables and Ofsted creates anxiety and stress for pupils and teachers and makes the whole environment tense. No one likes being judged.'
- ❖ For those of you seeking inspiration to spruce up your library spaces, or even redesign your library from scratch, here's the [top ten list of the UK's most Instagrammable university libraries](#).

Please contact the CoLRiC admin team at [colric@colric.org.uk](mailto:colric@colric.org.uk) if you have any questions or comments about MediaWatch. Please share any news, articles or anecdotes (local, national, global) that may be of interest to members. We look forward to hearing from you.



CONTACT US

## A MESSAGE FROM SAM GOLDSMITH, COLRIC CHAIR.

As we prepare for the start of the new 2022/23 academic year, now is the time to reflect on the passing of yet another stressful and demanding, but hopefully fulfilling, Covid-impacted twelve months. I am beginning to wonder if phrases like the 'new normal' and 'back to before' are of any relevance in the current educational context. The pace of change seems greater and we're having to invest much more effort into steering our students towards success and achievement. Our library and learning resource services are overwhelmed as we become, by default, the primary port of call when academic staff are absent due to Covid and stress-related illness. Pressures on IT and learning spaces when teaching is disrupted. Policing noise and anti-social behaviour. Providing shoulders to cry on when course work deadlines and exam worries became overbearing. It's also been a traumatic and difficult year for our students who have missed out on months of teaching and socialising; suddenly catapulted back into the melee of exams and full-time education.

Our role as a college hub has never been more important. I relish our concerted new focus on information literacy and study skills to equip students to overcome the disruption, bridging the attainment gap that Covid and lockdown have created. Increasingly, we are also a key contributor to the student health and wellbeing agenda, with the library and learning resources centre seen as a haven and place of support.

I think that these developments provide an excellent opportunity to evidence our value and organisational contribution and impact to senior leadership and management teams. CoLRiC celebrates its 30th anniversary next year and we will continue to build on and develop our portfolio of resources and services: publications, reports, online seminars, awards, advocacy, networking and community. We are also keen to initiate further dialogue with Ofsted to ensure that FE library and learning resource services are given the recognition they deserve and become an integral part of the inspection and quality assurance process.

Welcome back. I do hope that the summer break gave you some opportunity to recharge your batteries and reflect on the past year. Here's to another twelve months of passionate achievement. CoLRiC is here to support you all in any way we can, so don't hesitate to contact us and share your stories and experiences on our discussion forum.

*S. Goldsmith*



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### IMPROVING THE USABILITY OF A LIBRARY WEBPAGE: SITEMAPS AND NAVIGATION - Nic Semple, Library Support Officer, The Manchester College

Recently, I joined a working group within the library team that was given the task of improving the library website. It is easy with a big project like this to get lost at the start, so here is how we did it.

We use LibGuides to manage our library website, but for simplicity I will be using the word 'guide' in place of 'page', when discussing main pages on the website. Those pages then may have multiple subpages within them, that appear as tabs at the top of their parent page, and I will call these 'pages'. As below:



## Locations and Opening Hours: About

Search library website

Search



On our location page, we have separate subpages for each campus location. These sit within the main page and are accessible via the tabs.

## Organisational structures

Initially, the focus of the website improvement was the library homepage. But, as I got more familiar with the website, I realised that the main issue was not how the homepage looked, it was how the website worked.

A website is in many ways like a library. Both are places where people go to find information and much like a library with a large book collection, the usability of an information-focused website is dependent on an intuitive organisational structure. Instead of a cataloguing system, you have sitemaps. Instead of Dewey, you have a navigation bar or buttons. If you have not put much thought into how your website works, the usability is compromised. A great book to read about web usability is Steve Krug's 'Don't Make Me Think.' Although not the most recent study of web usability, it lays the groundwork for understanding the concept, clearly and to the point.

## Information architecture and sitemaps

Information architecture is a process of creating a structure for your website, considering the paths users will take to find information. An organisational structure built on hierarchies is ideal for categorising and organising your website – this is similar to a workplace organisational structure. A homepage is your CEO. An item in your navigation bar is your manager. Every other single page of your website is an employee. If you have this kind of clear organisational structure for your website, finding the information you need is quicker and easier.

As the information architecture of the library website had not been considered before, it was disorganised, and a lot of the guides were not linked in any way to the navigation bar. They were floating guides. Like an employee with no direct line manager. Or a book that had not been catalogued. A lot of the guides were unpublished, had been started but never finished, or were used as test guides for numerous ideas.



Armed with this knowledge, we had our first objective: **Develop a structure that allows for easy navigation to every guide and page, to improve the usability and accessibility of the website.**

## Traffic light auditing

As with any large project, including a website organisation restructure, it is best to understand the entirety before delving into the specifics. This is how I and the rest of the working group came to the point of auditing 180-guides (and 1000 individual pages) of the library website.

The first step of the audit was to understand what exactly we were working with. Taking inspiration from kanbans (placing tasks within three categories – to do, doing or done), I used a traffic light system and a good old excel spreadsheet, to categorise the state of each guide. The categories were:

- ❖ Red – ready for deletion
- ❖ Amber – was not linked to an item in the navigation bar, is an unpublished guide or has content that needs improving/completing before publishing, or has duplicate content and needs to be merged with another guide
- ❖ Green – is linked to the navigation bar.

Red and green are simple categories. Everything within amber needed work, so notes were made on the specifics, and these later became tasks on a long to do list. Each task was then assigned to someone within the working group. As we were focusing on the structural side of the website, we did not worry too much about the specific content (we will deal with this in more detail later).

The screenshot shows a Trello board for the 'LibGuides Working Group'. The board is titled 'To Do List - Library W...' and is organized into four columns representing different areas of work:

- Maintenance:**
  - Tidy up assets list
  - Add links to merge spreadsheet
  - Add books to merge spreadsheet
  - Add RSS feeds to merge spreadsheet
  - Add documents to merge spreadsheet
  - Add polls to merge spreadsheet
  - Add widgets to merge spreadsheet
  - Complete 'merge duplicate assets' spreadsh
  - Contact Springshare - request bulk delete of
- TMC Updates:**
  - Photos for TMC subject guides
    - Automotive
    - Childhood Studies
    - Construction and Engineering
    - Counselling and Psychology
    - ESOL
    - Health and Social Care
    - Public Services and Criminology
  - Standardise all guides
  - Functional Skills - page needs to be created and content can be taken from TMC english and maths guides
- UCEN Updates:**
  - Photos for UCEN Subject Guides
    - Business and Management
    - Childhood and Youth Studies
    - Construction and the Built Environment
    - Counselling
    - Health and Social Care
    - Teacher Education
  - Standardise all guides
  - Update resources on Computing page for UCEN (TMC is called Computing and Digital)
- Information Architecture and Redesign:**
  - Home page redesign
  - Fix friendly URLs
  - New banners for all pages

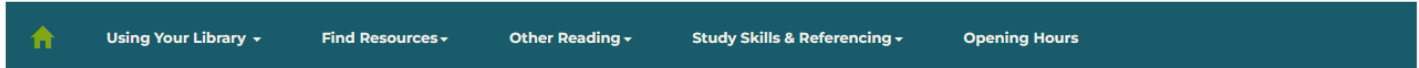
Each task includes a due date and is assigned to team members. The board also shows 'Completed tasks' counts for each column: 2 for Maintenance and 16 for Information Architecture and Redesign.

## Progress and what is next

We have managed to reduce the number of guides to 106 from the original 180. We are now going through the process of standardising subject guides and have set up a working group on teams to manage the many tasks we still have to complete before the start of the new academic year. We have also made slight changes to the navigation bar, introducing new items for existing, but unused, individual pages to sit under. This is all a work in progress, and we are aware that this still could change, depending on the user experience. We have and will be continuously undertaking usability testing. We have been recruiting students to take part in a series of usability tests, while we observe how they behave on the website. We then ask them for their thoughts on the website, resulting in a full usability report. This will feed into future changes to the website. As with anything that requires user testing, this will be an ongoing cycle. But more on that another time...

If you have any queries about this project please contact: [library@tmc.ac.uk](mailto:library@tmc.ac.uk)

## Library



Search library website  Search

### Welcome to the Library Website.

Here you will find all sorts of resources to help you with your studies, such as:

- Subject Guides for TMC, UCEN and MOL.
- Study Skills: referencing guides, careers & employability, research and academic writing.
- Online Databases such as BoB: Box of Broadcasts and ProQuest eBook Central.

### Today's Library Opening Hours

City TMC	Closed
City UCEN	Closed
City Labs	8:30am – 4:30pm
Fielden	8:30am – 8pm
Harpurhey	8:30am – 4:30pm
Nicholls	8:30am – 4:30pm
Northenden	8:30am – 4:30pm
Openshaw TMC	8:30am – 4:30pm
Shena Simon	8:30am – 6:30pm
St Johns	8:30am – 6pm
The Arden	8:30am – 4:30pm
The Cube	8:30am – 7pm
Wythenshawe	8:30am – 4:30pm

### Need Help?

If you need a quick chat about library resources please click on the 'Need Help?' tab to the right and speak to a member of the library team.

Alternatively, you can:

## DISCOVER

Find books, eBooks, journal and news articles and more.

Help me search.

Keyword

Title

Author

Online Journals Search

### New Books



## CELEBRATING STUDENT ACHIEVEMENT AT NORTHAMPTON COLLEGE - Tom Hewitt, Centre Librarian, Northampton College

For many years Northampton College Libraries has held end of year awards ceremonies to celebrate the achievements of students involved in library schemes and competitions. We held our 11th annual awards ceremony in June 2022.

The ceremony allows the Library to recognise the efforts of students engaged in a number of literary, numeracy and reading activities, including Word Detective, Maths Magician and Reading Ahead as well as those who have achieved a Platinum certificate in the Library's award-winning Digital Skills scheme.

(Northampton College's Maths Magician Numeracy Scheme won CoLRiC's Best Practice Award in 2018 and is featured in CoLRiC Impact 2019, issue one which is available for members to read in our Document Repository.)

Other awards were presented to the winners of the Library's annual literary, art, photography and creative writing competitions.

[Best-selling author Sue Bentley](#) was our special guest and spoke about her love of reading and writing. Our College Principal Pat Brennan-Barrett also attended and congratulated students for their dedication to reading.

This was our third 'virtual' celebration. The virtual ceremony was created by Library staff and has ensured that student success could still be celebrated despite the pandemic. We hope to return to a physical ceremony in 2023 although some aspects of the virtual version, such as the visuals, are likely to remain.

We're delighted to share some of our students' award winning work with you here.





**Moby Dick by Sam Kubinska  
(Art Competition – Joint 1st place)**



**Hansel and Gretel by Loriana Bojniku  
(Art Competition – Joint 1st place)**



**Free to Dream by Wicktoria Grzelka  
(Book Design Competition – 1st place)**



**That Should Be The Other Way Round by Luke Jackson  
(Photography Competition – 2nd place)**

## REFLECTIONS OF A LIBRARIAN - Jaqueline Ponka, Head Librarian, Holy Cross College

In April 2022 I retired from Holy Cross College after working there for twenty eight years and it has been interesting thinking back over those years and reflecting on all the changes that have taken place.

### Computerising and modernising the library and its services

I worked for nearly a year on a casual basis before I was appointed Librarian. I came in to help with computerising the whole library stock. It's hard to remember a time without computers in libraries, but I was right there at the beginning. We just had to pick up each book and type in the details. New to the College it was a great way to get to know the stock and we took the opportunity to stock edit as we went along. The Library Management System we chose was Heritage, a system that we still use now. It was such an improvement on the old Brown system of tickets in books and writing out readers tickets for each student. When I started our library assistant had to individually type overdue notices to students and staff. Automation saves so much time and effort.



I had previously worked in public libraries in Swindon, then taken a childcare break before moving to Bury and coming into the education sector, and I loved it from the start. Holy Cross was quite a small college then, maybe around 450 or 500 students, compared to the 2000 or so currently, and the library was housed on the ground floor of the main college building. The staff consisted of a Head Librarian, me, (Librarian) and one Library Assistant and the College mainly delivered A-levels. The students were very eager, and the library was always full, often with students sitting on the floor to work so it was quickly obvious that we needed more space. The spiral staircase in the middle of the library led up to a room we turned into a study area with a space for all the art books and a brand-new innovation, a multi-media room. We had the first networked computers in the college openly available to students to use and a TV with recording facilities. We considered ourselves very modern. I spent a lot of time explaining to students how to prepare the floppy disks ready for use, likening it to having to draw your margin and write the date on a fresh page of an exercise book before you could start using it.

GNVQ qualifications were the next innovation that changed the way we worked. Getting to grips with the new specifications was really interesting and kept the library at the centre of the college experience for the students.

## Expanding the library and supporting new courses

In the late 1990s the College announced plans for a new building. The top floor would be the library and we were asked whether we would like to help design it. We visited other libraries in the northwest to get advice. Librarians are so good at sharing both good and not so good ideas and we probably got as many tips about what to avoid as we garnered useful ideas. We moved into the new library in September 1999 and were very proud of it.

The College had also just started offering courses to adults, starting with a PGCE course delivered by Liverpool Hope University. This provision quickly gathered pace and soon we were offering degrees, foundation degrees and PGCE courses with various universities. It was really exciting to be involved in working with these undergraduates and postgraduates; we provided research lessons, inductions and many one to one sessions to help students on their way to degrees. What we learnt in working with these students and with our colleagues in the universities was invaluable in helping improve our delivery to our sixth form students.

## Further expansion and a change of role

A few years ago it was decided that an extension would be put on the back of the building in which we are situated giving the library about an extra third of space and once more we were able to help design the library. We are very proud of the university style experience we are now offering our students with several types of study spaces, book and eBook provision, online resources, a silent study area and two bookable workrooms. In 2011 I was appointed to Head of Library on the retirement of the previous post holder. It was very strange to be on my own but with a fantastic team we faced the challenges. We installed a self service laptop unit which was hugely successful and popular with the students, so much so that this year we added another tower to the unit.

**'Throughout my career the importance of collaborating with other librarians, supporting each other through groups such as CoLRiC and latterly the use of mailing lists has been important'**

## Response to Covid

Along with everyone else we faced the challenges of Covid and lockdown by ensuring that students had access to as many online resources as possible. The Jisc free eBooks were heavily promoted and use improved. Where available A-level texts were also bought as eBooks. We remained online answering queries and I delivered my first online Teams lessons for the Extended Project Qualification students, a very strange experience.

## Collaboration and the value of community

Throughout my career the importance of collaborating with other librarians, supporting each other through groups such as CoLRiC and latterly the use of mailing lists has been important. We learn so much from each other, and we librarians are good at networking and encouraging. CoLRiC has always been important to Holy Cross as the previous Head of Library was on the committee and for a while was editor of the newsletter. We always attended the annual conference and came away with many ideas every time to try in our own service. The networking opportunities were also valuable to us, and it was lovely to meet people at conferences and have a chat about what we are all getting up to. I would recommend that you try to attend as many of CoLRiC's CPD events (whether virtual or face to face) as you can if you have not attended one before; you will be inspired.

## The purpose and impact of our work

There have been so many changes to our services, the biggest probably being the move online and the lockdowns have moved this even further. Fundamentally however, we continue to be there to support our students in finding the best information sources to support their studies and their individual growth. We enable students to become independent researchers and are there to guide them and support them in whatever way we can. That is a privilege that I wouldn't have missed for the world.

I have been asked what I am going to miss, and not miss. Well, I will definitely miss the people, both staff and students. I have worked with some amazing people over the years and been inspired by them. The students, both sixth form and university students will also be missed along with the buzz you get when you have seen the difference your help has made. I won't miss the early morning alarm, that's for sure. I am looking forward to some time relaxing before I make any big plans. Right now, my family, which includes a grandson of four, and my garden are what I'm going to be concentrating on, but who knows what the future may hold.

My very best wishes to you all.



## **COPYRIGHT LICENSING AGENCY - COLLECTION OF ROYALTIES DATA AT ST FRANCIS XAVIER CATHOLIC SIXTH FORM COLLEGE - Mags Griffin, LRC Manager and Tracy Austin-Brydon, Data Research Manager (CLA Education Licence)**

A random copyright licensing exercise known officially as a 'royalties data collection' would be an uncomfortable experience in any work environment. So, when the Copyright Licensing Agency (CLA) contacted me to set up an introductory meeting with key stakeholders from across the college staff in July 2021, I was apprehensive, as well as curious about the CLA and how this process would evolve.

The assigned Royalties Officer was anything but intimidating. She explained what the requirements would be for each area:

- ❖ The IT department:
  - A list of all printers in the college to understand the scope of the exercise
  - A report showing teaching staff printer usage for the courses (as evidence of the changing behavioural usage).
- ❖ The Learning Resource Centre (LRC):
  - An issues report showing current loans
  - Online access to the LRC eResources virtual learning environment site (a Google site).
- ❖ Teaching areas to supply their materials reference list using one or both options supplied:
  - Individually registering course/module material references online during the six-week sample period. Books and articles to be registered separately. Supplying title, issue and volume if relevant. Author (if applicable) ISBN (if applicable). Number of students, publisher if known; number of copies and whether photocopied or scanned
  - Submitting references for an organisational spreadsheet to show top titles and websites for the teaching department and/or organisation.



The Royalties Officer explained the exercise was to take place at the start of the Autumn term. This is of course a critical time for teachers to effectively induct new students and begin the delivery of course content. The same is true for the LRC. However, it is also an ideal time for the CLA as teachers have traditionally created course packs in these weeks.

By supplying extra independent supporting data to this exercise we have been able to show how big a move to digital has been made by both staff and students. This has been partially because of our move from Moodle to Google classroom and the developing sophistication of personal mobiles, but mostly by the availability of material online. The LRC eResources can be accessed via a PC/tablet/mobile phone at college and license permitting externally as well. We liaise with the content suppliers, JISC Service Desk and our IT department to ensure the correct secure set up, maintenance and where possible usage measurement of the content.

The CLA does not produce individual reports on what an organisation contributed to the data pool, so there is no written feedback. The data collated will instead be used towards the calculation of annual royalties for the authors, publishers and visual artists that are represented in the CLA licence.

CLA regularly collects information on the copying, scanning and digital re-use of published works to facilitate the fair distribution of royalties to the rights holders - our authors, artists and publishers - whose work is being re-used. During the sample period, re-use data is recorded online and supplemented with a list of 'favourite' titles from the academic departments to highlight what was, and could be, copied. The college went far beyond what is needed, providing VLE access and additional LRC reports which can provide useful insight beyond the usual sampling parameters. The CLA thanked everyone at St Francis Xavier for their support during the royalties data collection.



## SHARE YOUR STORY: NOTES FOR CONTRIBUTORS

CoLRiC encourages the submission of articles by all members for publication in CoLRiC Impact. We're keen to share your stories. News, projects, case studies. The world is your oyster.

Our key criteria for publication are simple and include:

- ❖ **WHY?** What instigated the project or initiative?
- ❖ **HOW?** What did you do to bring the project or initiative to fruition?
- ❖ **Impact?** What was the outcome?

To share ideas for articles please drop us an e-mail with a short outline of your proposed content. We'd be delighted to hear from you.

When you are ready to submit your article, please include a brief one paragraph profile of your Library/Learning Resource Service to provide our readers with some context and to enable them to benchmark your college with their own organisation. Student numbers, student types, campus information, Library/LRS staffing levels, for example.

Three issues of Impact are currently scheduled for the 2022-2023 academic year. If you would like to submit an article, please refer to the notes for contributors below.

- ❖ November 2022
- ❖ March 2023
- ❖ June 2023

To submit an article please email the following to [colric@colric.org.uk](mailto:colric@colric.org.uk):

- ❖ Unformatted Word document
- ❖ Associated data, statistics, files or high-quality screen shots and images
- ❖ Recommended further reading
- ❖ Links to any external content which we will embed into the final e-newsletter.

There are no word count limits on submissions. If you have any queries about content, please contact the Admin who will be able to advise.

The CoLRiC Impact editorial team will be responsible for formatting, editing and proof-reading all contributions prior to publication, and will contact you if any substantial edits have to be made.

Please include the email addresses and job titles of all contributing authors. All authors will retain their copyright.