

FE Learning Resources Quality Framework for Wales



Cefnogr gan
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Introduction

Library/Learning Resources Services (LRS) are a core function within Further Education Colleges. This framework seeks to address the gap in evaluation of college library and learning resource services caused in part by changes in the Estyn FE Inspection regime (which no longer looks at learning resources as a separate inspection criterion) and because the last FE quality framework for Wales was published ten years ago (*Services supporting learning in Wales*, fforwm, 2007). The content of this framework reflects the changes in FE learning resource service provision and delivery which have taken place in the intervening ten years.

This framework has been produced under the auspices of the Welsh FE Learning Resource Managers Network with funding from the Museums, Archives & Libraries Division (MALD) of the Welsh Government. The framework draws upon earlier work on FE quality toolkits developed in Scotland, England and Wales. Furthermore, it draws upon good practice in other library sectors, most notably *Libraries making a difference: The fifth quality framework of Welsh Public Library Standards 2014-2017* (Welsh Government, 2017), the NHS Library Quality Assurance Framework (LQAF) for England and the Scottish Library and Information Council's *How good is our public library service* (2014).

The framework provides a robust quality assessment structure for college library/learning resources services. However, it is not expected that all criteria have to be met because FE learning resource provision does vary across the sector and certain sections will not be applicable to some services. Furthermore, the framework demonstrates whether or not a college Learning Resource Service (LRS) is compliant with national standards and is fit for purpose. Moreover, self-assessment against the framework will support library/learning resource services in identifying any gaps in their service provision and will facilitate better service planning and review.

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Standards and criteria

The framework evaluates library/learning resource service provision across a range of delivery. The individual criteria have been mapped to the Estyn *Guidance for the inspection of further education from September 2015* (2015). Key question 1 (How good are outcomes?) has not been treated separately but instead can be demonstrated by meeting robust impact indicators set for key question 2. The framework evaluates the following criteria:

1 How good is library/learning resource provision (Estyn key question 2)?

1.1 Learning experience (2.1)

- 1.1.1 How does the service meet the needs of learners, employers and the wider community?
- 1.1.2 How does the service support the skills development of learners?
- 1.1.3 How does the service support bilingualism and promote Welsh culture?
- 1.1.4 How does the service promote global citizenship and sustainable development?

1.2 Supporting teaching (2.2)

- 1.2.1 How does the service meet the needs of teaching staff?
- 1.2.2 How does the service engage with the curriculum?

1.3 Supporting learning (2.3)

- 1.3.1 How does the service support literacy initiatives?
- 1.3.2 How does the service promote health and wellbeing?

1.4 Learning environment (2.4)

- 1.4.1 How does the service promote inclusiveness?
- 1.4.2 How does the service cater for different learning styles/preferences?
- 1.4.3 Are there sufficient resources to meet learners' needs?
- 1.4.4 Are facilities and equipment up to date?
- 1.4.5 Are facilities stimulating and well maintained?
- 1.4.6 How effective is the service in the use and promotion of e-resources and e-learning?

2 **How good is leadership and management of the library/learning resource service (Estyn key question 3)?**

2.1 **Leadership (3.1)**

- 2.1.1 How effective is the senior line management of the service?
- 2.1.2 How effectively does the head of service manage his/her own time to prioritise activities appropriately?
- 2.1.3 How effective are meetings, conducted by the service, in improving service delivery?
- 2.1.4 How effective is communication within and by the service?

2.2 **Improving quality (3.2)**

- 2.2.1 How effectively does the service incorporate learner feedback in to planning and delivery?
- 2.2.2 How effectively does the service respond to issues/concerns raised?
- 2.2.3. How robust is self-assessment of the service?

2.3 **Partnership working (3.3)**

- 2.3.1 Does the service engage in partnership working and what are the benefits?
- 2.3.2 How does the service effectively engage in joint resourcing eg of HE courses?

2.4 **Resource management (3.4)**

- 2.4.1 Is the service appropriately staffed?
- 2.4.2 Are staff supported in continuous professional development?
- 2.4.3 Is good practice by the service shared effectively within and outside the organisation?
- 2.4.4 How does the service effectively manage learning resources?
- 2.4.5 Does the service provide value for money?

Judgements

Self-assessment against the framework uses the same assessment criteria as used by Estyn:

Excellent	Many strengths, including significant examples of sector-leading practice.
Good	Many strengths and no important areas requiring significant improvement.
Adequate	Strengths outweigh areas for improvement.
Unsatisfactory	Important areas for improvement outweigh strengths.

1. How good is provision?

1.1 Learning experience

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.1.1 How does the service meet the needs of learners, employers and the wider community?			
To what extent are the needs of all learners met?	Most learners are active library members, access online resources or use learning resource services/facilities	90% approval rating for the service in college surveys	Feedback from college or service: Learner surveys Learner panels Focus groups
How are services differentiated to meet the needs of different types of learner e.g. full time, part time, mature, HE/FE etc.?	Learners are actively engaged in the decision making/planning processes within in the service	Opening hours meet user needs (minimum of 50 hours per week in term time) Facilities cater for individual study and group study. Services/support are provided outside core hours e.g. access to online resources/support	Advertised opening hours Space utilisation report/survey Jisc Learning Space Review Online support e.g. via VLE

Key Prompt	Impact Indicator	Performance indicator	Evidence
How does the service meet the needs of the wider community that the college serves?	There is evidence of positive outcomes from the use of services and resources by the wider community	The service is an active member of a reciprocal access/borrowing scheme	External Membership figures
Does the service actively engage with employers and work based learners?	There is clear evidence of service take-up by work based learners and assessors.	Support and resources are made available to learners and staff who might not regularly visit a college campus.	Special arrangements for work based learners and staff to borrow resources Promotion and usage of e-resources
1.1.2 How does the service support the skills development of learners?			
Does the service deliver support and training in respect of information, study and employability skills?	The service provides training and support in a wide range of skills, with good take up and positive outcomes (e.g. skills have been acquired or extended)	The service delivers 100 face to face sessions per year (50 for small/medium sized colleges), across a range of topics i.e. excluding basic library inductions	Study skills data Learner feedback e.g. evaluation forms Staff feedback

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.1.3 How does the service support bilingualism and promote Welsh culture?			
Does the service adhere to the Welsh Language Standards; is signage and support material bilingual?	Welsh and English are given equal prominence.	All signage is bilingual General guidance material on the service (in hardcopy and online) is produced bilingually	Signage Support material
Is there an adequate number of bilingual staff?	The service provides bilingual support (front line, one to one or in group session) when requested.	Service is able to deal with all Welsh medium enquiries/requests in person or electronically.	Enquiry/support records, correspondence etc.
How actively is the service engaged in acquiring and promoting Welsh language resources (and other resources relating to Wales)?	Tutors and learners request and make use of Welsh language and/or Welsh interest resources.	The service has clearly signposted collections of Welsh language and Welsh interest material and there is clear evidence of usage of the material.	Stock holdings Usage figures
To what extent does the service promote the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?	The service is seen by college management as a key contributor to the promotion of the Welsh language and Welsh culture within the organisation	Learners engage in activities, undertaken by the service, relating to the promotion of Welsh language and Welsh interest resources. Learners utilise this in their coursework and/or extra curricula activities.	Records/calendars of activities/events Tutor/learner feedback Bilingual training

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.1.4 How does the service promote global citizenship and sustainable development?			
Does the service actively support curriculum and extra curricula activities to help learners develop the knowledge skills and values of ESDGC?	The service is seen by college management as a key contributor to the promotion ESDGC within the organisation	Learners engage in ESDGC activities undertaken by the service. Learners utilise this in their coursework and/or extra curricula activities.	Records/calendars of activities/events Tutor/learner feedback

1.2 Supporting teaching

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.2.1 How does the service meet the needs of teaching staff?			
Does the service provide a comprehensive induction for (new) teaching staff?	Attendance at induction by teaching staff is very high and there is clear evidence that teaching staff make use of the service as a direct result of induction.	All new teaching staff are offered a LRS induction	Induction data
Does the service undertake staff development activities for teaching staff?	Teaching staff regularly attend sessions run by the service and actively promote services, facilities and support offered.	The service provides a programme of training sessions for staff and/or runs regular ad hoc or tailor made sessions	Staff development records Training evaluation forms
1.2.2 How does the service engage with the curriculum?			
Does the service hold consultative meetings with teaching staff on a regular basis?	Tutors are actively engaged in the decision making/planning processes within in the service	The service holds a meeting with curriculum staff at least once per term. There is evidence that teaching staff suggestions/input is acted upon.	Minutes of meetings

Key Prompt	Impact Indicator	Performance indicator	Evidence
Do curriculum areas invite service staff to give an input at programme meetings or planning/training events?	Service staff have a regular input at programme meetings/training events	Service staff have an input at programme meetings and/or training events with each programme area at least once per academic year.	Minutes of meetings Training evaluation forms
Do service staff work with curriculum staff to develop e-learning resources or add content to the VLE?	The service is central to the development of e-learning resources and/or the VLE	The service has responsibility for administering and/or supporting the development of e-learning resources (except for those developed within a course team and only available on their course pages/VLE)	VLE E-learning resources ILT strategy

1.3 Supporting learning

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.3.1 How does the service support literacy initiatives?			
Is the service actively engaged in supporting literacy initiatives e.g. Reading Ahead within the college?	The college actively supports learner engagement in literacy initiatives run by the service	Over 100 learners (50 for small/medium sized colleges) complete the Reading Ahead challenge (or a similar in-house initiative)	Reading Ahead data
How effectively does the service undertake other reader development activities?	Reader development activities are closely linked to the curriculum and are actively supported by tutors and learners	There is robust evidence of increased use of course related and/or recreational reading as a direct result of reader development activities	Programme of reader development activities/events
1.3.2 How does the service promote health and wellbeing?			
Is the service actively engaged in promoting health and wellbeing?	The service is seen by college management as a key contributor to the promotion of health and wellbeing within the organisation.	The service proactively stages health and wellbeing activities that are closely linked to the curriculum and are actively supported by tutors and learners	Health & wellbeing activities

1.4 Learning experience

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.4.1 How does the service promote inclusiveness?			
Does the service have an inclusive ethos?	Service planning and delivery proactively takes in to account the varying needs of users.	Service plans explicitly reference the specific needs of users	Service plans
How accessible are services and facilities to learners and staff?	Tutors and learners utilise resources in a range of formats to their benefit	Resources are available in a range of formats/ levels based on demand (e.g. braille, audio, video, large print etc.) and online resources are available off campus.	Stock holdings Usage figures Learner voice
Does the service utilise adaptive technologies and provide appropriate facilities to support its users?	The service provides a range of adaptive technologies and adaptations to facilities based on good practice in the field of disability awareness.	Every centre or campus has adaptive technologies and furniture appropriate to local needs and demand	LRS facilities

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.4.2 How does the service cater for different learning styles/preferences?			
Does the service provide a learning environment which caters to a range of learning styles and abilities?	The service actively facilitates a range of learning styles to the benefit of learners	The service provides facilities to cater for a variety of different learning styles e.g. independent study, group work, IT facilities etc.	Learner voice
1.4.3 Are there sufficient resources to meet learners' needs?			
Are there sufficient appropriate, accessible and up to date resources to meet learner and staff needs?	Resources provided by the service are seen as central to teaching and learning. They are appropriate, up to date and well used.	The majority of library resources are less than five years old or are older resources which are still relevant and still being used.	Stock reports Learner voice
Is there sufficient space to deliver the service; is there adequate study space and IT provision?	Learners and tutors make extensive use of the space and it caters for a variety of uses and learning preferences. Tutors/learners are very rarely turned away because of a lack of space or poor/unsuitable facilities	Peak occupancy/usage figures for daytime term-time are at 90% of capacity	Occupancy/space utilisation surveys

Key Prompt	Impact Indicator	Performance indicator	Evidence
1.4.4 Are facilities and equipment up to date?			
Does the service provide appropriate furniture, IT and other equipment and are these up to date?	Facilities are state of the art and are highly valued by staff and learners	The service has a plan for depreciation of furniture and equipment to ensure facilities are kept up to date.	Service plans
1.4.5 Are facilities stimulating and well maintained?			
Does the service work positively with learners to inspire and motivate them; and encourage learners to behave responsibly and to respect others?	The service provides facilities which are seen as essential to teaching and learning and they have a positive impact on learner outcomes	The service provides a stimulating environment which is used responsibly by learners	Colleges self-assessment reports Learner voice
1.4.6 How effective is the service in the use and promotion of e-resources and e-learning?			
Does the service provide and promote an appropriate range of e-resources (with off campus access)?	E-resources are extensively used and are embedded into college VLE or other online modes of delivery.	E-resources are clearly signposted and are easily accessible	Usage figures Learner voice
Does the service create and/or help create e-learning resources which are made available off campus?	The service is seen by college management as a key contributor to the development of e-learning resources.	The service is responsible for supporting staff developing e-resources and/or for administering e-content	VLE E-resources

2 How good is leadership and management of the library/learning resource service?

2.1 Leadership

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.1.1 How effective is the senior line management of the service?			
Does the senior manager with responsibility for the service, other senior managers and the service manager provide clear direction and promote high standards?	There is common awareness among senior managers and more broadly amongst college staff about the aims and purpose of the service.	Staff are familiar with both organisational and service values.	Service briefings to management Service operational plan or self-assessment College meeting minutes
Is the service well positioned within the organisational structure, ensuring a clear cross-college remit and effective representation at senior management level?	The role of the service in supporting teaching and learning is confirmed by its position in the organisational structure and appropriate representation on college groups/committees.	The service is adequately represented on all key college groups/committees.	College organisational and committee structure
Is the service manager actively involved in and kept informed of the strategic planning process within the college?	The service manager is involved in wider college operational and strategic planning.	The service's contribution is reflected in college plans	College plans Minutes of meetings

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.1.2 How effectively does the head of service manage his/her own time to prioritise activities appropriately?			
Is the service manager managing his/her own time to provide effective leadership and management of the service at a strategic and operational level?	The service manager suitably manages his/her own time to effectively lead and manage in the various contexts of the post.	The service is referred to in college strategic and operational plans	College Strategic Plan College Operational plans
2.1.3 How effective are meetings, conducted by the service, in improving service delivery?			
Does the service hold meetings with users (staff and learners) and do these meetings produce identifiable service outcomes?	Regular user/focus groups are held to canvass learner and staff opinions about the service. These forums then input in to the service's planning cycle.	Identifiable positive outcomes from user requests or proposals.	Forum minutes Documented evidence of action upon feedback received
2.1.4 How effective is communication within and by the service?			
Are there regular staff meetings and are staff actively engaged in the planning and delivery of the service?	Staff meet regularly and their input informs service planning and delivery.	Service staff members feel that their contribution is valued and acted upon	Minutes (staff team meetings)
Does the service use a range of communication methods with its users and are those communication methods effective?	The service effectively uses a range of communication methods (traditional and technological) to maintain dialogue with its users.	Users (staff and learners) are actively engaged in this communication	Social media 'likes' Library survey responses Forum minutes Enquiry statistics

2.2 Improving quality

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.2.1 How effectively does the service incorporate learner feedback in to planning and delivery?			
Does the service use a range of mechanisms to gather learner feedback and is there evidence that the service acts upon this and feedbacks to learners?	The service uses both college and its own methods to obtain learner feedback and include it in the decision making process.	Learner feedback, particularly when it identifies a met that can be met, is input to the decision making process.	Learning walks Surveys
2.2.2 How effectively does the service respond to issues/concerns raised?			
Is user feedback shared with service staff and are they involved in acting upon/responding to such feedback?	The service receives and suitably responds to learner feedback about its services submitted to other areas within college.	The service responds to issues raised in a timely matter and acts upon them where appropriate/feasible	Learner panels Learner surveys Complaints
How is user feedback and management information (MI) used to set priorities and bring about service improvements?	User feedback and MI are used to inform service planning and delivery.	Service improvements linked to learner feedback and/or MI	User feedback. Management information. Learner analytics Service planning and review documents.

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.2.3 How robust is self-assessment of the service?			
Is there an effective self-assessment process in place?	The service undertakes a robust self-assessment exercise using an in-house or external model	The service's self-assessment indicates areas for improvement which are reviewed and acted upon	Self-assessment document
How does self-assessment of the service fit into the wider college quality systems?	There is a clear relationship between service self-assessment and the wider college quality system	Service self-assessment outcomes are fed into college quality systems and plans at an appropriate level.	College quality documents and plans
Has the service undertaken any external or independent review of the service?	The service invites or arranges independent assessment of its provision using internal or external reviewers	The service receives positive independent assessment	Independent reviewer reports Benchmarking exercises CoLRiC PIs

2.3 Partnership working

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.3.1 Does the service engage in partnership working and what are the benefits?			
Does the service work with other organisations to provide additional resource opportunities to learners and staff?	The service works collaboratively with other organisations to maximise and enhance resource access for users.	College users make effective use of these resources, resulting in a cost saving to the institution	Regional library scheme data ILL data
2.3.2 How does the service effectively engage in joint resourcing e.g. of HE courses, school link programmes etc.?			
On joint provision does the service work effectively with the other providers to ensure learners' needs are met?	The service works proactively with other providers to ensure that their discrete learners needs are met.	College users' needs are met	Learner feedback External feedback College quality data

2.4 Resource management

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.4.1 Is the service appropriately staffed?			
Are there sufficient staff to deliver an effective service?	There are sufficient staff to meet user demands	FTE service staff: learner ratio is better than 1:1,000	Staff data
Are staff appropriately qualified, experienced and trained?	Staff have qualifications, experience and access to training appropriate to their role	At least 50% of service staff hold or are working towards an appropriate qualification	Staff CVs Staff development records
2.4.2 Are staff supported in continuous professional development?			
Are staff encouraged and supported to undertake CPD activities in-house and externally?	Staff are encouraged and supported to participate in in-house and external CPD activities	All full time staff engage in a minimum of 20 hours of CPD per year (pro rata for PT staff)	Staff development records
2.4.3 Is good practice by the service shared effectively within and outside the organisation?			
How does the service share good practice within the rest of the organisation and externally to other colleges/services?	The service shares good practice within the team and with other areas of the college.	The service is engaged in college activities to promote good practice and good practice is actively shared within the team	College activities/events Service activities/events

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.4.4 How does the service effectively manage learning resources?			
How efficiently is the resource budget managed?	The service budget is efficiently and equitably managed to fund learner resource provision and ensure best value.	90% of learners are satisfied with learning resource provision	Budget data Learner feedback
How effective is the service in managing access to resources?	Access to service resources is effectively managed to ensure all learners have equal access irrespective of where and how they study and their geographical location	Resources are provided in a variety of formats. Provision is made for access to resources for those studying in the workplace or the community.	Induction Service marketing User education E-resource access VLE content OPAC
Does the service successfully promote and market itself?	The service actively and successfully promotes itself across a broad array of media and through a range of activities.	Promotion of the service has an identifiable positive impact on usage	Communication channels Events Activities

Key Prompt	Impact Indicator	Performance indicator	Evidence
2.4.5 Does the service provide value for money?			
How does the service ensure value for money?	The service ensures value for money by competitive procurement and fair allocation of budgets to support learner information and resource needs.	Framework suppliers are used for standard goods. Allocation of budgets is commensurate with curriculum area needs and requirements. Cost savings are identified.	Use of procurement framework suppliers Service financial plan
Does the service engage in income generation to make the service more cost effective?	The feasibility of service income generation methods are explored and, if appropriate, implemented.	The service generates income to cover existing costs, subsidise service delivery or self-fund an aspect of provision where justifiable and practical.	Strategic/operational plans

Grade Illustrations

Excellent

The service builds good working relationships with its stakeholders. There are excellent links with the curriculum and staff are regularly involved in supporting curriculum delivery. The service manager has good working relationships with curriculum managers and is directly involved in the curriculum planning process. Communication structures are transparent and well defined. The service manager and staff use a range of opportunities, formal and informal, to engage with curriculum managers, teaching staff and learners to discuss how the service can best support the curriculum and to identify and evaluate new resources and services. The manager and staff make effective use of targeted promotions to inform teaching staff of new services or resources. Staff are able to demonstrate a good working knowledge of the curriculum and its delivery. Practice is consistent across all curriculum areas and service points.

The service provides information and inductions for new staff, enabling them to understand how they can gain maximum benefit from the service. These are compulsory for teaching staff and are well attended. The service is involved in providing continuing professional development for teaching staff, ensuring that their knowledge of new services and resources is up to date.

Staff pro-actively explore new software and technologies and are central to the organisation's strategic development of ILT. Teaching staff are supported by the service in the effective use of ILT and the service has a leading role in developing and sharing good and innovative practice. Staff pro-actively contribute towards the development of blended learning materials and the VLE.

The delivery of information and study skills is an integral part of curriculum delivery and is well embedded in a range of courses. Staff are involved in the development of learning materials and work with teaching staff to support the delivery of information and/or study. These materials and support are differentiated to meet the learning needs and styles of a range of learners. Feedback is sought from both learners and teaching staff on this aspect of provision.

The learning environment is well presented, welcoming and vibrant, and has been designed to support a range of learning styles. Users benefit from a range of different types of study space, including group and individual study space, PCs and Wi-Fi. Facilities and services are accessible and learners with specific needs are able to use an appropriate range of software, hardware, furnishings, etc.

The service pro-actively engages with learners; encouraging and supporting them in their learning, helping them to make best use of support, facilities and resources, developing their skills and ensuring that they behave in a way that shows respect to other learners. Services and facilities are differentiated to meet the specific needs of different groups of learners (e.g. HE, part-time, learners with learning difficulties and/or disabilities etc.) and to support different modes of study (e.g. distance learning, work based learning etc.). Learners are able to access an appropriate range of services and resources through the medium of Welsh.

In addition to meeting the curriculum needs of learners, the service delivers a range of enrichment activities promoting the social and cultural development of learners. The service's resources, and staff support, enable and encourage learners to explore their own interests. Staff pro-actively develop initiatives that encourage learners to explore and celebrate the Welsh culture and language. Appropriate agreements exist with external partners; providing learners with the opportunity to benefit from the service and collections provided by local FE, HE and public libraries and these agreements are actively promoted to learners and staff.

All learners receive an induction that enables them to access the service and know what services and facilities are available. Inductions are well attended and are delivered in a way that is engaging, make effective use of ILT, and are differentiated to meet the curriculum needs and level of the learners. Face-to-face inductions are available throughout the year and, if appropriate, are also available online or through the VLE.

The service is strongly positioned within the organisational structure, ensuring a cross-college remit and strong representation at a senior management level. The service is represented on an appropriate range of committees and groups. Senior managers demonstrate a good understanding of the service, encourage and, where necessary, direct middle managers, leaders and teaching staff to support its work.

Staffing levels are appropriate and staff are appropriately qualified. All staff receive a regular staff appraisal where performance is reviewed. Challenging, but realistic targets are set and professional development objectives are agreed. Targets and professional development objectives are linked to organisational and the service's operational priorities. Staff are able to access an appropriate range of internal and external professional development. They are also encouraged to engage in appropriate CPD by attending meetings, conferences, visiting other providers and undertaking professional qualifications. Staff have the opportunity to develop their Welsh language skills. Outcomes of professional development are discussed and shared within the team and, where appropriate,

with other staff including managers and leaders. All staff are able to demonstrate a broad familiarity with the values, aims and objectives of the organisation, and they understand the contribution that the service makes towards the aims of the organisation.

There are effective, established self-evaluation arrangements in place that allow the service manager and the strategic manager with responsibility for the service to monitor and evaluate the service. A wide range of mechanisms (including cross-college initiatives) are used to seek out and take account of the views of all learners and staff. Where appropriate, the service manager provides personal responses to feedback from learners and staff. Where feedback from users has led to changes or improvements in service, these are shared with users. Outcomes from user feedback are shared with service staff and appropriate actions identified and responses shared. These outcomes are used in the service operational planning process. The service makes appropriate use of LMS and benchmarking data. The service has benefitted from being involved in external, independent, or peer evaluation (e.g. CoLRiC Peer Accreditation), or has been short listed for or received a quality award (e.g. Beacon). The service makes effective use of marketing activities to promote existing and new services. Promotional activities are targeted, matching services to identified groups of users. Promotional activities are linked to priorities identified in the service annual operational plan and are evaluated.

Good

Staff make consistent efforts to build good working relationships with teaching staff and have occasional involvement in planning new curriculum supporting curriculum delivery. The service manager has good working relationships with curriculum managers and is occasionally involved in the curriculum planning process. The service manager and staff use a range of opportunities, formal and informal, to engage with curriculum managers, leaders and teaching staff to discuss how the service can best support the curriculum and to identify and evaluate new resources and services. The service manager and staff make good use of targeted promotions to inform teaching staff of new services or resources. Staff are able to demonstrate a good working knowledge of the organisation's curriculum portfolio. Communication with curriculum areas is well documented.

The service provides welcome information and inductions for new staff, enabling them to understand how they can gain maximum benefit from the service. Staff actively explore new software and technologies, actively contributing towards the development of online learning materials and the VLE. Staff share good practice and attend professional development with teaching staff.

The delivery of information and study skills is embedded in many courses. Staff are involved in the development of information and study skills learning materials and work with teaching staff to support the delivery of these skills. Learning activities are differentiated to meet the learning needs and styles of learners. Feedback is sought from both learners and teaching staff.

The service environment is well presented, welcoming and has been designed to support a range of learning styles. Users benefit from a range of different types of study space, including group and individual study space and spaces with and without PCs. Most areas of the service are accessible and learners with specific needs are able to use an appropriate range of software, hardware, furniture, etc.

The service actively engages with learners; encouraging and supporting them in their learning, helping them to make best use of support, facilities and resources, developing their skills and ensuring that they behave in a way that shows respect to other learners. Services and facilities are generally differentiated to meet the specific needs of different groups of learners (e.g. HE, part-time, learners with learning difficulties and/or disabilities etc.) and to support different modes of study (e.g. distance learning, work based learning etc.). Learners are able to access an appropriate range of services and resources through the medium of Welsh.

In addition to meeting the curriculum needs of learners, the service delivers a range of enrichment activities promoting the social and cultural development of learners. The service's resources, and staff support, enable and encourage learners to explore their own interests. Staff are involved in activities that encourage learners to explore and celebrate the Welsh culture and language. Appropriate agreements exist with external partners; providing learners with the opportunity to benefit from the service and collections provided by local FE, HE and Public libraries and these agreements are promoted to learners and staff.

Welcome information is available in all service points, on the organisation's website and through the VLE - where appropriate, this is available bilingually and in accessible formats (e.g. large print, Braille, audio). All learners have the opportunity to receive an induction that enables them to settle into using and getting the best from the service quickly; inductions are well attended.

The service is well positioned within the organisational structure, ensuring a cross-college remit and is represented at a senior management level. The service is also represented on an appropriate range of committees and working groups. Senior managers encourage and, where necessary, direct middle managers, leaders and teaching staff to support the work of the service.

Staffing levels are appropriate and staff are appropriately qualified. All staff receive a regular staff appraisal during which performance is discussed, realistic targets are set and professional development objectives are agreed. Targets and professional development objectives are linked to service operational priorities. Staff are able to access an appropriate range of internal and external professional development. They are also encouraged to engage with the development of the information and library profession by attending meetings and visiting other providers. Staff have the opportunity to develop their Welsh language skills. Outcomes of professional development are discussed and shared within the service team. Staff are able to demonstrate a broad familiarity with the values, aims and objectives of the organisation.

There are effective, established self-evaluation arrangements in place that allow management to monitor and evaluate the service. The service manager makes appropriate use of benchmarking and LMS data. A wide range of mechanisms (including cross-college initiatives) are used to seek out and take account of the views of learners and staff. Outcomes of user feedback are shared with service staff and appropriate actions identified / responses shared. The service makes good use of marketing activities to promote existing and new services. Promotional activities are targeted, matching services to identified groups of users, and are linked to priorities identified in the service's annual operational plan.

Adequate

Staff use a range of opportunities, formal and informal, to engage with curriculum managers, leaders and teaching staff, but the impact is limited. The service Manager has good working relationships with some curriculum managers, but is rarely involved in the curriculum planning process. There are systems in place to enable teaching staff to make service and stock requests, but take-up is low. The approach to service and resource promotions is unstructured and limited in its success. Staff have a limited knowledge of the organisation's curriculum portfolio.

Staff explore new software and technologies as they are adopted by the organisation. ILT development work with teaching staff is limited and staff contribute little towards the development of online learning materials and the VLE.

The delivery of information and study is ad hoc. Staff develop learning materials (including online), but there is no routine link with curriculum delivery. Learning activities are differentiated to meet the learning needs of learners. Feedback is occasionally sought from both learners and teaching staff.

The service provides welcome information for new staff and learners. The service environment is welcoming and accommodates different learning styles. Users benefit from a range of different types of study space, including group and individual study space and spaces with and without PCs. Most areas of the service are accessible and learners with specific needs can request specialist software, hardware, furnishings, etc.

In addition to meeting the curriculum needs of learners, the service delivers a limited range of enrichment activities promoting the social and cultural development of learners. Staff are involved in some activities that encourage learners to explore and celebrate the Welsh culture and language. There are minimal agreements with external partners; to provide learners with the opportunity to benefit from the service and collections provided by local FE, HE and Public libraries.

The service is well positioned within the organisational structure, ensuring a cross-college remit, but representation at senior management level is weak. The service has some representation on other committees and working groups. Support from senior managers is limited.

Staffing levels are acceptable and staff are appropriately qualified. All service staff receive a regular staff appraisal during which performance is discussed, realistic targets are set and professional development objectives are agreed. Targets and professional development objectives are linked to developing the LRS. Staff are able to access an appropriate range of internal professional development. The service manager attends external meetings. Staff have the opportunity to develop their Welsh language skills. Outcomes of professional development are occasionally discussed and shared within the service team. Some service staff are able to demonstrate a broad familiarity with the values, aims and objectives of the organisation.

The service manager uses a wide range of mechanisms (including cross-college initiatives) to seek out and take account of the views of learners and staff. Outcomes of user feedback are shared with service staff and appropriate actions identified / responses shared. There is an annual self-assessment process and annual operational plan but these do not necessarily link to or inform the organisation's SAR, operational or strategic plans. The service Manager uses benchmarking and LMS data. The service makes limited use of marketing activities to promote existing and new services. Some promotional activities are targeted, matching services to identified groups of users.

Unsatisfactory

Staff engagement with teaching staff is limited to informal and ad hoc opportunities. The service Manager has occasional contact with curriculum managers and is rarely, if ever, involved in the curriculum planning process. There are systems in place to enable teaching staff to make service and stock requests, but take-up is low. The approach to service and resource promotions is unstructured and limited in its success. Staff have little knowledge of the organisation's curriculum portfolio.

Staff have little or no involvement in or opportunity to explore new software and technologies adopted by the organisation. Staff make a minimal contribution towards the development of online learning materials and the VLE.

Staff develop information and study skills learning materials (including online) but there is little take up by the curriculum. Staff are not involved in supporting curriculum delivery and use of online resources is low.

Welcome information is available in all service points. Learners have the opportunity to receive an induction, but take-up is low. The learning environment is not welcoming and poorly designed. The service does not meet the needs of all learners. Staff work with learners in a limited way, with little support for enrichment activities. Learners are not able to access a services or resources in Welsh. There is limited involvement in activities that encourage learners to explore and celebrate Welsh culture and language.

The service is poorly positioned within the organisational structure and representation at senior management level is weak. The service has limited representation on other committees and working groups. Support from senior managers is limited.

Staffing levels are low and staff are not always appropriately qualified. Most staff receive a staff appraisal during which performance is discussed, targets are set and professional development objectives are agreed. Professional development opportunities are limited to internal or external non-cost. The service manager occasionally attends external meetings. Opportunities to either learn or develop Welsh language skills are limited. There is no system to record or share the outcomes of professional development. Staff are unfamiliar with the values, aims and objectives of the organisation.

The link between service operational planning process and the organisation's strategic and operational plan is tenuous and makes only limited use of feedback from users and service staff. The service manager uses a limited range of mechanisms to seek out and

take account of the views of learners and staff. Outcomes of user feedback are not shared with service staff. Service self assessments and annual operational plans do not link to or inform the organisation's SAR, operational or strategic plans. The manager makes limited use of benchmarking and LMS data. The service makes limited use of marketing activities to promote existing services. Promotional activities are general and untargeted. Limited agreements exist with external partners to provide learners with the opportunity to benefit from the service and collections provided by local FE, HE and Public libraries. These agreements are not promoted to learners.

Procedure for Peer Evaluation

This has been adapted from procedure outlined in the second edition of the toolkit (fforwm 2007).

Requesting a Peer Evaluation

The institution wishing to be peer evaluated will contact the Learning Resource Manager's Network to this effect at least eight weeks before they wish to be evaluated. The Network will identify two assessors from separate organisations to undertake the evaluation. The date of the assessment will be at the mutual convenience of the institution and the two assessors. Unless otherwise agreed, it is assumed that the whole of the service is to be evaluated.

Peer Evaluation Documentation

Three weeks prior to the evaluation visit the service manager shall provide each of assessors with a copy of the following documents:

- Self-assessment report written against the Toolkit
- Annual report, self-assessment report or similar documents
- Annual operational plan or other similar planning documents
- Organisational and service structures
- Lists of committees / working groups with service representation
- Organisational strategic and operational planning documents (or key extracts from)
- Service budget profile
- Service staffing profile, including CVs and CPD data
- Service publications
- Details of user consultation
- Detail of provision e.g. documentation relating to facilities, resources and services provided
- Any other documentation that the service manager wishes to bring to the attention of the assessors

The Self-Assessment Report

The SAR should provide the assessors with critical and evaluative evidence about the service, including the ability to improve. The SAR should be both honest and rigorous; it should identify good and outstanding features, and areas for improvement. An action plan, addressing each of the identified areas for improvement, should be included as a supplement. The action plan should identify the person responsible for each action, resources required, the target completion date, intended outcomes and criteria for evaluating the extent to which outcomes have been achieved.

Before the visit the assessors will use the documentation supplied by the service to test judgements made in the SAR and to identify areas to explore during the visit.

Protocols for Peer Assessors

- Contact the organisation as soon as possible after the initial contact to confirm the date of the assessment.
- Confirm with the service manager that the organisation has approved the peer assessment visit.
- Receive and read the pre-assessment documentation prior to the visit.
- Jointly decide the audit probes and hypotheses to be tested during the assessment visit.
- Jointly agree how you will record findings during the day.
- Agree how you will share the workload before, during and after the assessment visit.
- Agree the programme for the day of the visit at least two weeks in advance.
- On the day of the visit, allow sufficient time for travel.
- Avoid collecting anecdotal evidence.
- Avoid making personal comments or observations during the day, in questioning, when providing feedback or in the report.
- Carry out the visit and conduct all communications in a professional manner, avoiding being drawn into personal conversation with colleagues being assessed.
- Ensure the report is produced and communicated within the agreed timeframe, being professional in allowing the organisation to request factual corrections and appeal gradings.

Peer Evaluation visit agenda

The two assessors, with the service manager, will agree a programme for the day of the visit at least two weeks prior to the visit. The programme will normally include visits to as many service points as is reasonably practicable and the following elements:

- Tour of service points
- Meeting with learners
- Meeting with teaching staff
- Interview with Senior Manager responsible for the service
- Meeting with staff
- Interview with service manager

On the day of the visit the host institution will provide a convenient, private base room for the assessors.

At the end of the visit the assessors will provide feedback to the service manager and other key individuals. The Assessors should advise staff attending the briefing that the feedback is part of the evaluation process. Feedback will cover key findings and provisional grades, but these will not be open for challenge unless there are factual inaccuracies. These discussions should be regarded as confidential until such time as the final report is presented. Assessors should present their findings and the grades in a way that:

- is well structured and clear
- is sensitive to the feelings of those receiving the feedback
- provides well-chosen examples
- allows opportunities for discussion and clarification of assessors' findings
- emphasises what has been done well and what can be improved without giving advice.

Peer Evaluation Report

A draft formal report, with gradings, will be produced within one month of the visit. This will be submitted to the service manager, who will have no more than two weeks to make a written request regarding factual corrections and to appeal gradings.

There will be an executive summary, of not more than two sides of A4, covering outstanding and good features, areas for improvement and recommendations. The main body of the report will cover specific areas of the toolkit. Written feedback on each Key Question should not exceed more than two sides of A4. Individual grades will be awarded for each of the Key Questions and an overall grade.