

CILIP Policy Inquiry into the Further Education Sector and FE Library Services:

Final Report

February 2017

Contents:

1. Executive Summary
2. Background
3. Methodology
4. Findings
 - 4.1 Desk research
 - 4.2 Roundtable 1
 - 4.3 Online survey
 - 4.4 Questionnaire to College Principals and Senior management teams
5. Overall findings of the Inquiry
 - 5.1 A note on the evidence
6. Recommendations
7. Acknowledgements

Policy inquiry into FE

1. Executive Summary

CILIP is the UK's information and library association. Our goal is to "put library and information skills and professional values at the heart of a democratic, equal and prosperous society".

In our Action Plan 2016-2020, we have committed to delivering an ambitious programme of policy inquiries and campaigns intended to promote the interests of information and library professionals and information users.

Between July 2016 and March 2017, we undertook a Policy Inquiry to answer the question: *What is the role of Library, Information and Knowledge professionals and the services they provide in helping FE leaders and teaching staff meet the challenges of the next 10 years?* The output of this inquiry is a draft Advocacy Framework for FE supported by evidence and case studies provided by FE librarians.

It is recommended that this draft framework be worked up into a document that will help FE librarians advocate the role of FE library services to their institutions. This Framework could also be used by CILIP to make the case nationally for FE libraries and professionally skilled librarians.

Key findings from this inquiry:

- FE library interventions in the draft Advocacy Framework were found to be the correct ones
- Responses to the survey showed a consensus amongst FE librarians as to their main roles and responsibilities. This could indicate the existence of a core FE library service
- As well as the more traditional roles, Safeguarding, e-safety, promoting "British values", now part of the curriculum, and PDHW (Personal, Development, Health & Welfare) type activities are also seen by FE librarians, and the Principals who were interviewed, as core activities. These were greatly valued by the colleges
- The FE sector is going through a period of protracted change
- Anecdotal evidence and completed questionnaire's from Principals and Senior management teams show that services provided by FE libraries and library staff are in the main understood and valued

In discussions with FE librarians from a wide range of FE colleges, and in comments received from the survey the following things are also worth noting:

- The pace of change. In 2016 in England 10 mergers took place. A further 17 are scheduled for 2017. These changes are similar to those changes we have

Policy inquiry into FE

seen happen in the devolved nations. There is uncertainty about what this will mean for our members working in the FE sector

- FE library staff are finding innovative solutions to the various challenges faced by FE colleges. This includes partnership working with HE institutions and public libraries in particular
- The work of FE librarians is proactive. Thought is given to new activities which add value and not just to new ways of delivering existing interventions. This innovation is especially visible around initiatives to enrich the overall teaching and learning experience of students and of the teaching staff. This often involves reaching out to stakeholders not necessarily considered to be traditionally theirs (public libraries for example).

The inquiry didn't find that a big preoccupation with FE librarians (as is the case with school librarians) is trying to convince their institution's Principals and management teams that they make a difference. In general there did seem to be an understanding and appreciation of the library's role within a college setting. But this could just mean that those FE librarians who responded to our survey and engaged with requests for evidence are the library services most valued and proactive anyway.

The output of the FE Policy Inquiry is the draft Advocacy Framework. This is a robust framework given the evidence we received to support it.

Summary of recommendations:

- Design a prototype Advocacy Framework – a one page document available to download on the CILIP website
- Create a second PDF of the full evidence and case studies to support the framework
- Develop a communications strategy to get the document known to our members
- Monitor the use of the framework by FE librarians
- Revisit the framework in 2019
- Investigate the resource implications of further research to identify gaps in available evidence for the sector
- Publish a summary report on the CILIP website

2. Background

CILIP's Policy Committee were tasked with holding a series of 2 or 3 Policy Inquiries a year loosely based on the House of Common Select Committee model. Policy Inquiries are designed to help CILIP improve its understanding of a specific sector or

Policy inquiry into FE

policy area, to identify challenges and opportunities and to formulate organisational policy.

The purpose of the Policy Inquiries is to investigate and develop key professional and CILIP policy positions. The Policy Unit's task is to gather the evidence which will improve the evidence base for these policy positions. The FE Inquiry was CILIP's second Policy Inquiry.

The Policy Committee agreed to the proposed scope of the FE inquiry outlined in the preliminary briefing paper: To establish/ to conduct research which answers the question:

What is the role of library, information and knowledge professionals and the services they provide in helping FE leaders and teaching staff meet the challenges of the next 10 years?

The idea was to develop a draft advocacy framework which sets out the key drivers currently evident in FE and how FE library services and library staff contribute to the overall aims of the FE college and, more generally, national policy objectives for FE.

This framework would be in addition to and complementary to the resources available in CILIP's existing Impact Toolkit.

Much of the evidence gathering process was to make sure the interventions and impacts we are claiming for FE library services are the right ones and that the draft Advocacy Framework is supported by enough evidence for the purposes of effective future advocacy activities.

A high degree of differentiation exists within the sector making FE library services broad in scope and reach. This is evidenced by the many different partnerships and programmes (national and local) that UK FE librarians work on. This variety was reflected in the evidence we collected.

Our recent workforce survey showed that 4,405 people are working in FE libraries in the UK [UK Information workforce – sector factsheet: Further education sector]. It has been difficult to find any recent statistics on FE libraries that aren't behind pay walls. Currently there are 281 FE colleges in the UK¹ and we know from a SLIC (Scottish Libraries and information Council) survey conducted in 2014 that at that time there was an average of 2.4 campus service points per FE library service in Scotland.

We are uncertain how the current climate of mergers and closures of FE colleges will affect FE librarians. This inquiry was a chance to engage with our members

¹ Association of Colleges, *Key facts 2016/17*

Policy inquiry into FE

working in what is regarded by many as an unloved and neglected sector within our profession.

The FE Inquiry evidence gathering phase included the following activities:

- Desk research
- A preliminary briefing paper and accompanying stakeholder map on the Further Education sector and more specifically FE libraries which supported members of the Policy Committee to agree the subject and scope of the inquiry
- The creation of an expert advisory group of UK wide FE librarians. This group populated a roundtable and acted as critical friends to the framing of the survey questions, questionnaire to Principals and what to include in an Advocacy Framework for FE librarians
- A survey sent to all CILIP members working in the FE sector
- A questionnaire to Principals and Senior management teams was sent to willing FE librarians who agreed to carry out short interviews
- Attendance at a COLRIC executive meeting

3. Methodology

The methodology was based on the following stages:

- Desk research
- Online survey questionnaire
- Face-to-face roundtable sessions
- Questionnaire to College Principals and Senior management teams

After desk research the Policy Unit drew up an advocacy framework grid. This grid was composed of five elements: **Outcomes expected** of the sector expressed by Government Policy and the regulatory frameworks, **Challenges and opportunities** in FE sector expressed by FE leaders, **FE library intervention** (the activities of FE librarians), **Impact** of that intervention on stakeholders and **Evidence** of impact of the library intervention.

Once we had a workable draft framework we convened the first of two Roundtables. This roundtable was attended by eight people from the FE sector. They were: Andrew Eynon, (Library and Learning Technology Manager, Grwo Landrillio Menai), Carole Gray (New College Lanarkshire Chair of FE librarian in Scotland), Anne-Lise Harding (Learning Resources Manager, South Essex College of Further and Higher Education, Grazyna Kuczera (Northampton College and CoLRiC Executive Committee Member) Hilary J Oakley (Learning Resources Manager, Hillcroft College), Liz Parcell (Subject Specialist: Libraries and Digital Resources, JISC), Margaret Phillips, Head of Library Services Runshaw College and Chair of CoLRiC).

Policy inquiry into FE

Each element of the draft framework was discussed. After the roundtable a second draft framework was produced and this was tested via an online survey.

All CILIP members working in FE as far as could be identified and who had also opted-in for e-newsletter communications (1,142) were invited to complete a short online survey to determine whether those interventions or activities identified in the draft framework were the right ones and whether anything else should be added. We also asked participants to share with us any evidence of impact they had. It was explained that this evidence could be personal testimonies, a piece of statistical data, a case study etc. The survey also requested willing volunteers from the FE library community to interview their college Principal or member of their SMT. A follow up series of emails and telephone conversations with members of the expert advisory group verified the elements included in the advocacy framework and the piece of evidence selected to illustrate the impact of each of the interventions.

4. Findings

4.1 Desk research

Desk research helped formulate the research question, provided a stakeholder map of the FE sector and facilitated the drawing up of a draft advocacy framework.

4.2 Roundtable

In order to test the draft framework we held a roundtable at CILIP on 23 September 2016. We wanted all types of FE colleges, reps from the devolved nations and stakeholders who were not necessarily FE librarians but who worked in the FE sector to be represented. The main outcomes of the Roundtable were:

- FE provision is similar enough across the UK for an advocacy framework to be relevant to all
- Emphasis should be on the positive impact FE library staff have on teaching and learning and detail innovative practice
- Librarians do teach. This is through guided support but in many cases in the classroom as well
- Increased Employability should be in the framework
- The learner should be “tops” and highlighted as the most important stakeholder in the Framework

The output from the roundtable was a re-worked Framework which was ready to test in an online survey of FE librarians.

Policy inquiry into FE

4.3 Online survey

A *Survey of FE librarians* was sent out as part of the evidence gathering process.

The survey had two aims:

- To make sure the Advocacy Framework included the broad themed activities FE library staff and library services do which contribute to the college achieving its aims. These are called "FE library interventions" in the framework
- To gather evidence which shows this contribution has had an impact upon the college's stakeholders

The survey asked six questions (mostly tick box). Survey Monkey was used to send the survey to the following people, organisations and networks:

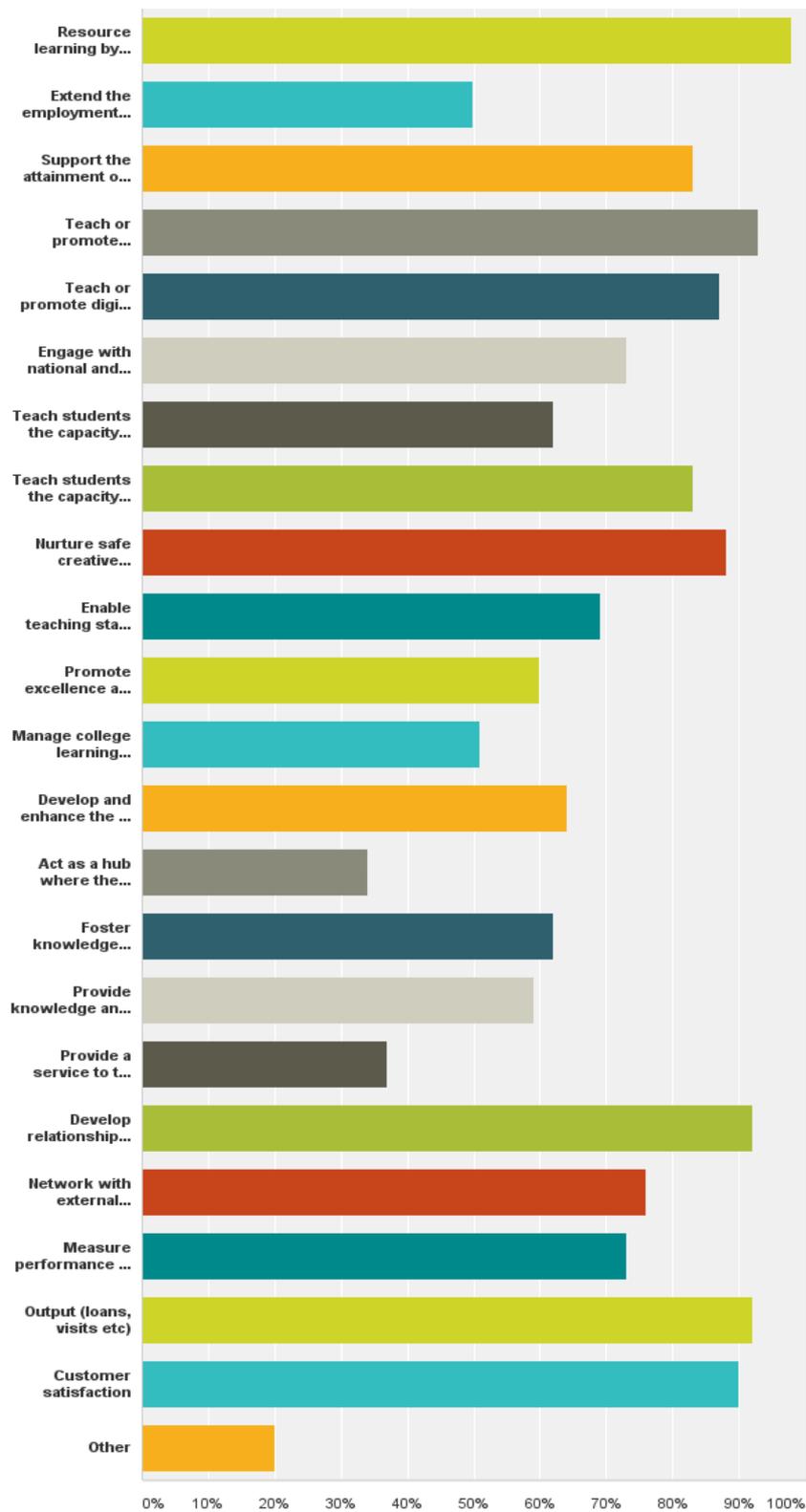
- 1,142 CILIP members who had FE sector as their place of work
- 18 FE colleges who are organisation members of CILIP
- The FE LRC Wales list which covers all 14 (check) FE colleges in Wales
- Members of CoLRiC (current membership)

The survey ran for 3 weeks from 10 November – 30 November 2016. We received 100 responses.

Policy inquiry into FE

Survey responses:

Qt 2: Does your library service do the following? Please tick any that apply



Answered: 100 Skipped: 0

Policy inquiry into FE

Qt: 2 showing number of responses

Does your library service do the following? Please tick any that apply

Answer Choices	Responses
Resource learning by creating, updating, disseminating and managing electronic and printed resources	98.00% 98
Extend the employment opportunities and choices of students	50.00% 50
Support the attainment of basic skills including literacy	83.00% 83
Teach or promote information literacy	93.00% 93
Teach or promote digital literacy	87.00% 87
Engage with national and local reader development activities	73.00% 73
Teach students the capacity to learn independently as an integral part of courses	62.00% 62
Teach students the capacity to learn independently in the library	83.00% 83
Nurture safe creative spaces, both virtual and physical, for learning	88.00% 88
Enable teaching staff to deliver information and digital literacy skills, ICT and study skills	69.00% 69
Promote excellence and continuing professional development amongst teaching staff	60.00% 60
Manage college learning technologies	51.00% 51
Develop and enhance the way learning technologies are used	64.00% 64
Act as a hub where the interests of the students, college staff and local employers engage through a shared resource	34.00% 34
Foster knowledge sharing activities and behaviours across the college	62.00% 62
Provide knowledge and information to the college leadership team	59.00% 59
Provide a service to the leadership team	37.00% 37
Develop relationships within the college	92.00% 92
Network with external stakeholders in the wider community (public libraries, other FE college, HE, schools etc.	76.00% 76
Measure performance of library service by:	73.00% 73
Output (loans, visits etc)	92.00% 92
Customer satisfaction	90.00% 90
Other	20.00% 20
Total Respondents: 100	

Policy inquiry into FE

Qt 2: Commentary for those answering "Other" for Measures of performance used by FE libraries

- **Focus groups** Student survey forms CoLRiC surveys
- **Measurable impact** on learning outcomes: confidence, knowledge, retention and grades.
- **Work across** College to promote the use of English and Maths outside the classroom.
- **U-space available** to develop employability skills. Drop - in computers available plus timetabled areas for staff and students. Technologies available for distant learning and cross site delivery.
- **Impact evaluation** of workshops & inductions
- **Developing services** that meet learner needs with strong focus on study skills.
- **Prioritising learner** support over internal admin. Trying to correlate LRC use to successful learning outcomes. Logging not only formal delivery of support but also informal support sessions
- **Measuring the impact** of study skills sessions on student achievement
- **Support teaching** and learning by disseminating info relevant to courses (eg news items) Support professional development by teaching staff
- **Provide study** skills support to students via workshops in their tutorials and 1:1 support with me for study skills and basic digital literacy
- **Record enquiries** to help demonstrate impact
- **NSS Survey** results Learner Voice feedback through student forums, end of module satisfaction surveys, external examiner reports
- **Loan statistics.** Ebook and online resource usage monitoring.
- **Completion rates** for reading and maths challenges - eResource usage
- **We conduct** a full annual electronic and paper survey to staff & students - via the network and through tutor groups. Survey results are published to students & report to Senior Management. We also measure by accession & loan statistics from Heritage, online resource usage statistics, people count statistics & benchmarks from COLRIC/COSCOL [Circle of Sussex College Librarians]
- **We run** a search of college & LMS data that compares the college retention & achievement percentage with those students who have, & haven't, borrowed resources from the Library.
- **We also** do impact reports for specific schemes.
- **Benchmarking** through MEG [Mixed Economy Group of Colleges] and COLRIC annual surveys
- **Internal surveys**/focus groups and course communities
- **Provide one** to one literacy, numeracy and academic writing support to students.
- **Annual questionnaire** to students. Reports from LMS regarding loans, etc. When gate counter working can calculate no of visits and visits per course
- **Annual student** surveys inform developments
- **We conduct** a student survey one year and then a staff survey the next
- **Focus groups**

Policy inquiry into FE

Qt 3: Is there anything you do that would not fit under one of the broad headings listed above? Please provide details in the box below.

- **Develop and** maintain staff handbook resources
- **Market the** services and resources of the LRC to the staff and students
- **Promote the** Equality Act protected characteristics, learning, cultural diversity by promotional displays, VLE calendar and collection development
Coach/teach staff in creating content on the VLE
- **Support development** of numeracy skills Support gifted and talented: various activities and competitions
- **I am the** College's CEOP [Child Exploitation and Online Protection] Ambassador and deliver eSafety training to all College staff.
- **Basic IT** support for students Referencing lessons / 1:1 support
- **Support students** with applications to university
- **Within teaching** students the capacity to learn independently and nurturing a safe space for learning comes behaviour management and safeguarding. In an FE college library this can take up a considerable amount of time which often comes as a surprise to people who have not worked in this environment before.
- **Support and** deliver a PSD [Personal and Social Development] programme.
- **English and Maths** support
- **The library** teams is merged with IT support and provide IT inductions to students and basic IT support to students and staff
- **Manage college** licences for use of TV, Film and Music Review and advise on College e-safety activities Actively promote equality and diversity through displays and activities
- **Manage the** college's licences for things such as CLA, TV licence ERA etc
- **Our section** has created all content for the online Group Tutorial program for FE students
- **Develop and** maintain staff handbook resources
- **Market the** services and resources of the LRC to the staff and students
Promote the Equality Act protected characteristics, learning, cultural diversity by promotional displays, VLE calendar and collection development
Coach/teach staff in creating content on the VLE
- **Support gifted** and talented: various activities and competitions
- **Basic IT support** for students Referencing lessons / 1:1 support
- **Support students** with applications to university

Policy inquiry into FE

Qt 3 ctd. Is there anything you do that would not fit under one of the broad headings listed above? Please provide details in the box below.

- **Support and** deliver a PSD programme.
- **English and Maths** support
- **The library** team is merged with IT support and provide IT inductions to students and basic IT support to students and staff
- **Our section** has created all content for the online Group Tutorial program for FE students
- **Sell stationery**, print credits, offer binding and laminating service
- **Curate free** resources Provide learning support
- **Build Moodle** courses for curriculum areas to an agreed quality standard and style
- **Support development** of numeracy skills Support gifted and talented: various activities and competitions
- **Within teaching** students the capacity to learn independently and nurturing a safe space for learning comes behaviour management and safeguarding. In an FE college library this can take up a considerable amount of time which often comes as a surprise to people who have not worked in this environment before.
- **The college** centralised reprographics service is included in the 'Library and Learning Technology's' remit
- **Supporting and** delivering HE in FE level courses, participating in higher level project work with JISC, MALD [Moderate and Additional Learning Difficulties] and Welsh government, additional tutor and learner support for blended learning and teaching and learning practice.
- **Main point** of contact for both students and staff for most queries, both Learning Centre and IT related.

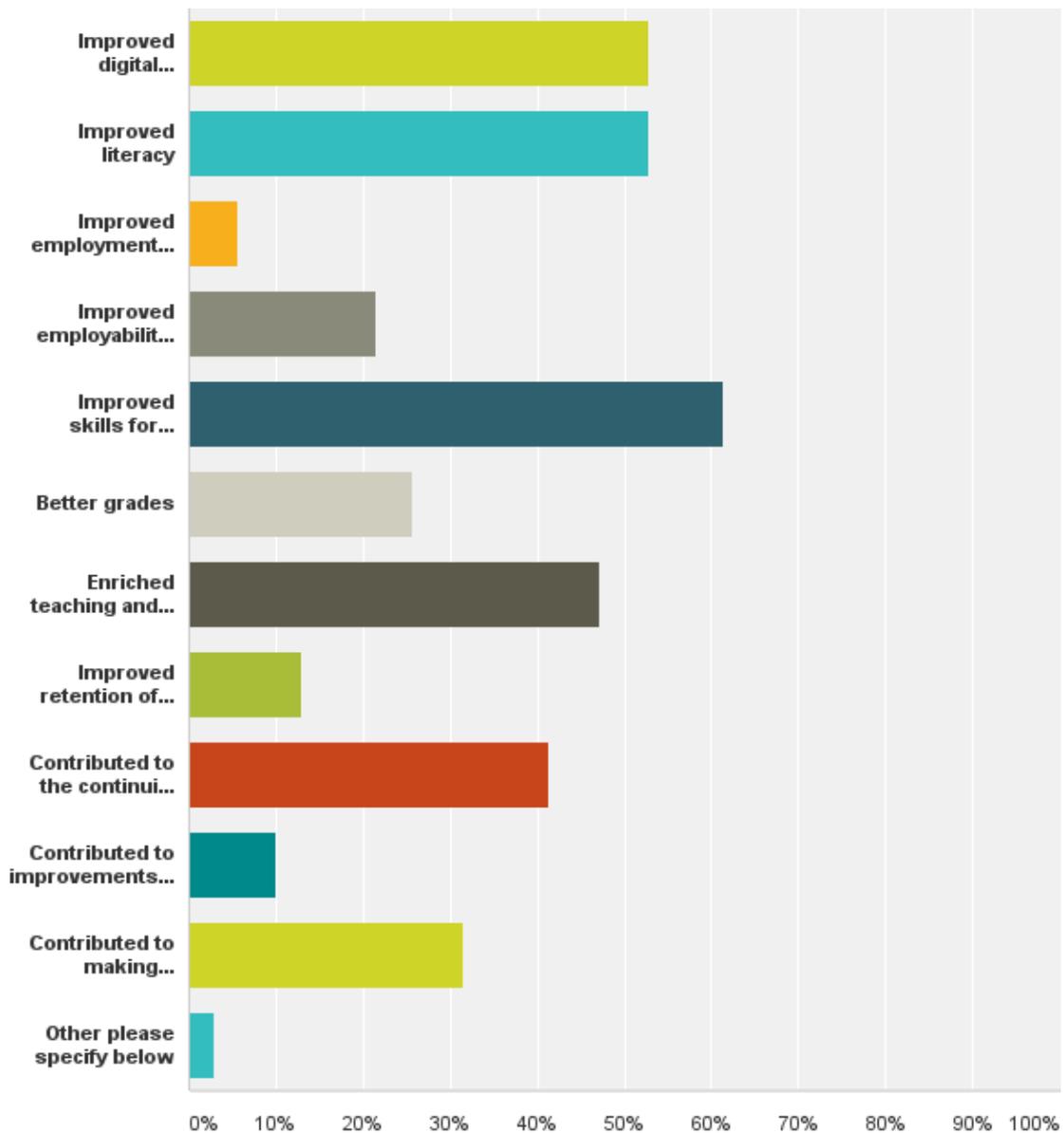
Policy inquiry into FE

Qt 3 ctd. Is there anything you do that would not fit under one of the broad headings listed above? Please provide details in the box below.

- **We run our** FE library service within the public library situated across the road from the FE campus. Our role is to provide books within the public library and e-resources, e-books etc via the VLE as there is no longer a library on campus. Our partnership has been in place since Sep 2014 when our LRC was converted into an unmanned computer zone and coffee shop to create social space for students and a marketing and corporate suite on the top floor. There is a small HE library on campus too. As part of the partnership we run events for the students here, the community team tailor events that will fit in with our curriculum and we run an induction programme and research sessions throughout the year to encourage students and staff to use the public library.
- **We also** support HE students up to and including PhD
- **Run a wide** range of learner engagement activities in-house. Support equality & diversity/awareness-raising issues. Provide in-depth support to students on a wide-range of issues, both in support of their studies & personal goals.
- **We play** a big role in safeguarding. This may fit into the heading of fostering safe learning environments but I feel it slightly more than that.
- **Creation of learning** objects (research , info literacy related) Guiding activities (debate society) displays and lessons to cover British Values as part of PREVENT
- **Share physical** space with Additional Learning Support Team who are based in LRC
- **We do** extensive work with the HE students to help them transition from level 3 to level 4. This dominates the Autumn term for the professional library staff.
- **Support local** Arts and Literature Festival by promoting and hosting events
- **As** Librarians we develop learning modules for all curriculum areas from Entry level 3 to Level 3, known as Group tutorials
- **Confidence building** in all areas
- **Deliver curriculum** - specifically in the field of library and information studies

Policy inquiry into FE

Qt: 4 Do you have any examples, evidence or case studies that show the library's contribution to the following? Please tick all that apply (by evidence we do not necessarily mean full blown research. Evidence can be a short statement or testimony from a student or member of the teaching staff, some before and after results etc.)



Answered: 70 Skipped: 30

Policy inquiry into FE

Qt 4: Showing number of responses. Do you have any examples, evidence or case studies that show the library's contribution to the following? Please tick all that apply.

Answer Choices	Responses
Improved digital literacy skills	52.86% 37
Improved literacy	52.86% 37
Improved employment choices for students	5.71% 4
Improved employability of students	21.43% 15
Improved skills for coursework	61.43% 43
Better grades	25.71% 18
Enriched teaching and a better, more flexible learner experience	47.14% 33
Improved retention of students	12.86% 9
Contributed to the continuing professional development of teaching staff	41.43% 29
Contributed to improvements in the quality of organisation leadership	10.00% 7
Contributed to making connections between the college and the wider community	31.43% 22
Other please specify below	2.86% 2
Total Respondents: 70	

Qt 5: Would you be willing to share this evidence with us? If so please provide details of your evidence including contact details below. If you would prefer to provide evidence via email please email it to policy@cilip.org.uk

Answer Choices	Responses
I wish to share our evidence	100.00% 12
Total Respondents: 12	

Qt 6: Would you be willing to ask your principal or one of your senior managers a set of pre-prepared questions about their college and their perception of the library's role? (we are assuming this will take 10-15 mins) If so please provide your contact details below

Answer Choices	Responses
I would be willing to ask my principal or one of my senior managers a set of pre-prepared questions	100.00% 38
Total	38

Policy inquiry into FE

Key findings

Overall responses to our survey proved that the elements that make up the Advocacy Framework are the right ones.

Other than “resource learning by creating, updating, disseminating and managing electronic and printed resources” the top three interventions were:

- Teach or promote information literacy (93%)
- Develop relationships within the college (92%)
- Nurture safe, creative places both virtual and physical, for learning (88%)

These top three were closely followed by:

- Teach or promote digital literacy (87%)
- Teach students the capacity to learn independently in the library (83%)
- Support the attainment of basic skills including literacy (83%)
- Network with external stakeholders in the wider community (public libraries, other FE college, HE, schools etc) (76%)

The other interventions which scored highly were:

- Enabling teaching staff to deliver information and digital literacy skills 69%
- ICT and study skills 69%
- Foster knowledge sharing activities and behaviours across the college 62%.

The library as home to a vision of the broader objectives of teaching and learning encompassing personal development, came through strongly in comments of “other activities” not specified under the 20 broad headings given in the survey and in comments by principals.

Safeguarding, e-safety, promoting “British values” (now part of the curriculum) and (what used to be called PSHE type activities) were also seen by FE librarians and the Principals who were interviewed, as core activities and these activities are greatly valued by the colleges.

Actively promoting equalities and diversity, managing the college licences for TV, film etc and coach/ teach staff in creating content for the VLE, e-safety training, building Moodle courses for the curriculum, providing support to students to achieve their personal goals as well as academic and do work with HE students especially helping with transition to higher level studies and help support English and Maths were all mentioned more than once.

Policy inquiry into FE

4.4 Questionnaire to college principals and Senior management teams

32 questionnaires were sent out to FE librarians who said they would be willing to interview their college Principal or member of the senior management team.

12 completed questionnaires were returned. [Appendix E]. The returned questionnaires had some powerful quotes and evidence of the library's worth and impact. This evidence was added to the grid containing all evidence of impact of library interventions collected throughout the course of the inquiry.

5. Overall findings of the inquiry

There was a consensus on the role of library, information and knowledge professionals working in FE colleges and how they support FE leaders and teaching staff.

The main interventions are around resourcing learning by creating, updating, disseminating and managing electronic and printed resources as well as teaching information literacy and digital literacy and working to increase basic skills.

A lot of work happens around safeguarding and the promotion of reading for pleasure is a major way in which college libraries and librarians contribute to improving a student's learning outcomes. The broader education ethos, of the library being a place where behavioural issues can be identified and interventions made appears to be another valuable role recognised by FE leaders.

Another aspect of the role of FE librarians which came across strongly in the survey was in the development of networks and relationships both within the college and with external partners, particularly with public libraries and HE. The partnerships were not just around resource sharing but in recognition of the importance for students to have the transferrable skills necessary to continue their academic career.

Less evident during this inquiry was the more targeted support of the college's management teams and links to local employers. In the FE barometer (JISC July 2016) this was regarded as the least of the challenges and the one requiring the least effort. Perhaps the concentration upon apprenticeships will see this activity become more prominent for the FE librarian in the future.

5.1 A note on the evidence

Getting the evidence has been problematic. A large number of respondents who either gave their evidence in the survey or offered to provide it did not always distinguish between the things they did (FE intervention) and evidence of *impact* on their stakeholders. This is one of the reasons why the inquiry was extended beyond the end of February 2017.

Policy inquiry into FE

We found evidence for each of the interventions included in the draft advocacy framework but in some areas the evidence was “thin”. In particular evidence for *Improved employment choices for students* and *Good return on investment*.

One FE college mentioned a separate specialised unit of student services offering career support which might explain the lack of evidence offered to support this particular intervention if this is how other colleges are set up. The lack of evidence supplied to show an impact on ROI could just indicate that impact assessments are not geared towards showing this.

The work of the library is not necessarily aligned with the college’s strategic aims but this is not to say that work done does not contribute to it or to ROI generally. One comment from a college principal adds some insight on this: *There needs to be some considerable investment to align the work of the LRC with the college’s strategic aims and development plans.*

There are examples of colleges having a wholly aligned and inclusive college strategic plan which includes the LRC and it would be interesting to see what difference this makes to the perception of the LRC and its ability to develop its role within the college.

In light of this it is recommended that further research needs to be done to identify/explain the gaps in available evidence for the sector.

6. Recommendations and Next Steps

The output of the FE Policy Inquiry is the Advocacy Framework. We think that this is a robust framework even though we would have liked to have had more evidence from the sector to support it. This sector is facing a period of change but we are confident that should an Advocacy Framework be produced it will be a valuable resource for FE librarians UK wide. Wales and Scotland were represented on our small working group.

The production of a web ready Advocacy Framework and a communications strategy for its use were outside the scope of this inquiry but this is recommended as a next step. If this further work were to go ahead a plan for using the framework at a national level should also be produced and opportunities for the Framework’s wider distribution.

The Area Reviews currently taking place in England will see more mergers and possible closures of some FE colleges. We would therefore recommend that we keep a watching brief on this sector keeping Further Education as a subject tag in the Policy Alert and continue our engagement with COLRIC.

Policy inquiry into FE

Other recommendations:

Summary of Recommendations:

- Design the draft Advocacy Framework into a core, one page document available to download on the CILIP website
- Create a second PDF with the full evidence and case studies to support the framework
- Develop a communications strategy to get the document known to our members
- Monitor the use of the framework by FE librarians
- Revisit the framework in 2019
- Investigate the resource implications of further research to identify gaps in available evidence for the sector
- Publish this report

7. Acknowledgements:

I would like to thank the following people who have helped produce the draft Advocacy Framework:

Members of the expert advisory group which was set up at the beginning of the inquiry: Andrew Eynon, Carole Gray (New College Lanarkshire Chair of FE librarian in Scotland), Anne-Lise Harding (Learning Resources Manager, South Essex College of Further and Higher Education, Grazyna Kuczera (Northampton College and CoLRiC Committee Member) Hilary J Oakley (Learning Resources Manager, Hillcroft College), Liz Parcell (Subject Specialist: Libraries and Digital Resources, JISC), Margaret Phillips, Head of Library Services Runshaw College and Chair of CoLRiC)

Members of CoLRiC Executive Committee who made me very welcome at their executive committee meeting in Birmingham.

The FE librarians I met in Brighton at the CILIP 2016 conference and finally all the people who took the time to complete our survey and who interviewed their College Principal.

Jacqueline May, Policy Officer
CILIP
March 2017