

Supporting evidence for the FE Advocacy Framework: FE librarians deliver successful learning journeys

| Impact of FE Libraries on stakeholders | Evidence of impact | Source of evidence |
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| <p>Improved digital literacy skills and other core skills increasing employability</p> | <p>Significant support to students in their use of IT has been cited as contributing to higher success rates of HE and access to HE learners.</p> <p>Students often join the school with poor digital literacy and struggle to differentiate between valuable and inaccurate resources. By the Library carefully curating a range of electronic resources this helps to set an example to students of what unbiased, reliable resources are. It also allows students to learn the skills in order to assess resources and search them effectively.</p> <p>A past student who had recently graduated took the time to visit the library and thank staff for the work they had done to increase the visibility of electronic resources and advice on using them. She remarked how a lot of her first year peers were not confident using databases and repositories such as JSTOR but she was and therefore able to find useful material for her work.</p> | <p>CILIP Survey</p> <p>CILIP Questionnaire to College Principals/SMT</p> <p>Evidence supplied via email</p> |

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| <p>Improved literacy</p> | <p>demystify books". Students are now "animated about reading. The campus principal says of the 6 book challenge: it has been a key focus in the Learning zone (library) this year and has been excellent in promoting and engaging students with reading as an enrichment to study, subtly embedding literacy skills, and raising levels of comprehension and vocabulary, we have also seen students increase in self-confidence and communication skills".</p> <p>The gap between female and male readers in context of participation in literary schemes/ reading for pleasure, nearly closed in 2015/16 F: 56%, M 44% (63%/37% 2014/15)</p> <p>"I didn't read for enjoyment until coming to college. I like quick reads (in college library) as I can read them between my course work and it gives me a sense of achievement" (future proof student)</p> | <p>FE Inquiry evidence supplied</p> <p>FE Inquiry evidence supplied</p> |
| <p>Improved employment choices for students</p> | <p>The most direct way that the library and its resources influence student careers is that it helps students to attain better grades and therefore make good university and career choices.</p> | <p>CILIP Questionnaire to College Principals/SMT</p> |

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| <p>Expand opportunities of teaching staff & students increase number of qualifications/ skill development/ confidence</p> | <p>Use of digital technologies by the LRC team (in staff development sessions) has encouraged many staff to take up new ways of teaching. Traditionally low users of learning technologies have become some of the keenest users of ClickView</p> <p>The culture of reading (nurtured by the library) enriches lessons and student/ teacher interactions.</p> <p>Behavioural - often the centres can highlight problems - both of individuals but also in terms of failings of timetabling.</p> <p>The Six book challenge run in the college library helped student Grace read more widely "it also gives you a break from coursework, it is something to enjoy and it helps you to relax. It helped me get back into reading for pleasure..."</p> | <p>CILIP Survey</p> <p>CILIP Questionnaire to College Principals/SMT</p> <p>The Reading Agency Six book challenge impact report</p> |
| <p>Improved information literacy</p> | <p>A project to embed information and study skills into the curriculum.</p> <p>97% of students found this means of support "useful" or "very useful" There are now 4 years of data showing continuous improvement in student success with plans in place for future development. The local university reported increased achievement at Stage</p> | <p>AoC Beacon Awards</p> |

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| <p>Improved information literacy</p> | <p>One of around 10% in its QAA IQER report for 2010 on its HND students studying at the college. It credited this to “recent initiatives around increasing support through 1:1 personal and assignment guidance tutorials and group study skills” at the college. Also reported improved retention rates.</p> <p>Feedback collected from information and study skills sessions confirmed a positive impact on development of students’ knowledge, skills and confidence.</p> <p>Additionally the Learning Resources team actively supports learners in using the resources provided by teaching information literacy. This is especially true of HE learners who have a dedicated Learning Resources adviser. This in turn has improved success rates and retention as students are given the tools to become independent learners.</p> | <p>Evidence of impact provided in a library service Position Statement</p> <p>CILIP Questionnaire Deputy Principal and Chief Executive Board of the Forum Management Company</p> |
| <p>Improved skills for coursework</p> | <p>The Library creates a scholarly environment for study and also sets the gold standard for a work ethic within the school.</p> <p>The Library is key to getting students to read and therefore increase their subject knowledge and form their own ideas around topics they are studying. Even for subjects where this may not seem as obvious, for</p> | <p>CILIP Questionnaire to College Principals/SMT</p> |

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| <p>Improved skills for coursework</p> | <p>example science and maths, it helps students to learn the purpose of these subjects. Even reading a popular maths book as opposed to a more scientific text will mean that a student can learn about a small piece of maths in detail.</p> <p>“Library support for referencing and study skills excellent”</p> <p>“LRC staff, resources and learning zones are supportive to study...Academic workshops on plagiarism, referencing etc were useful”</p> <p>“Without the VLE and the support of library staff, I wouldn’t be where I am on the course”</p> | <p>Comment from Centre Lead moderator’s report</p> <p>Focus group comment from Access to Health</p> <p>ESOL student</p> |
| <p>Better grades</p> | <p>Certainly (library) staff are able to support students to access information to support learning but as the teaching becomes more digital/online and independently that's what libraries do best. Library staff have an important role in developing student learning skills turning the limitless information into learning artefact = library staff have an increasingly</p> | <p>CILIP Questionnaire to College Principals/SMT</p> |

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| <p>Better grades</p> | <p>important role. They also extend the learning past the class time. The student's skills develop.</p> <p>81% of students who achieved A* - C grades used the library extensively</p> <p>A project to embed information and study skills into the curriculum. 97% of students found this means of support "useful" or "very useful" and grades had risen between 5% and 7% on modules that relied solely on assessment by essay. There are now 4 years of data showing continuous improvement in student success</p> <p>"The best essays made judicious use of critics to refine and develop their argument. Students are able to find criticism and reference it due to cross departmental work between the library and the English department"</p> <p>"All learners demonstrate a confident grasp of the Harvard referencing system, presenting in-text citations and end-text referencing; this demonstrates</p> | <p>Evidence of impact provided via a library service Position Statement</p> <p>College library service position statement</p> <p>Remark by examiner evidence supplied via email</p> <p>Access moderator's report July 2016 <i>Areas of good practice</i></p> |
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| <p>Better grades</p> | <p>effective teaching by the centre”</p> <p>The Library services, facilities and staff make a significant contribution to student learning and engagement. The collection of various data sources indicates that there is a direct correlation between library use and improved achievement.</p> | <p>CILIP Questionnaire to College Principals</p> |
| <p>Engaged students who are satisfied with their learning experience</p> | <p>The learning centres are a place where democracy, rule of law and freedoms are respected and celebrated</p> <p>Student voice: 93% stated that Libraries help them with their studies and 99% visit the library regularly</p> | <p>CILIP Questionnaire to College Principals/SMT</p> <p>Service Position Statement</p> |
| <p>Improved retention</p> | <p>DITTO with retention - support students especially vulnerable/weak ones. All use the resource and staff identify and target those that need more support. These students are sometimes from more deprived backgrounds and have a deficit of digital access and cultural capital.</p> <p>We have shown that top borrowers have an average 100% retention compared to the college wide 92.5</p> | <p>CILIP Questionnaire to College Principals/SMT</p> |

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| <p>Improved retention</p> | <p>Using last year's students' data we picked out the top borrowers. There is a positive difference in grades for the top borrowers and a stronger correlation for retention. Of a sample size of 60 of the top library borrowers 2014-15 who completed their course – retention rate was 96.7% (current college average 90%) +6.7% And success rate was 78.3% (current college average 76.7%). This does seem to indicate that usage of the library improves retention rates.</p> <p>The students who leave are often the ones who do not engage with the Library and the resources it has on offer. .. the Library is a recruitment plus for attracting new students. (This is evident on open evenings/ mornings when both prospective students and parents comment on the Library space).</p> <p>LibraryPlus initiative</p> <p>The library team work with curriculum teams to identify "at risk" students who are behind in their studies. These students are then provided with one-to-one support with the LibraryPlus Team. Student feedback reveals a 13% increase in those rating the</p> | <p>CILIP survey</p> <p>CILIP questionnaire to College Principals</p> <p>AoC Beacon Awards, 2015-16</p> |
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| <p>Improved retention</p> | <p>service as an important contributor to their learning as at 2014/15</p> <p>“Every student who attended Conversation Club last year (2014/15) returned to the college this year!”</p> <p>The “off timetable” support and opportunities for students to engage in a host of library initiatives helps students to gain a sense of college community and as such supports retention, which for 2015/16 rose to 93%.</p> <p>All services in the LRCs support learners in their future studies, careers and improve retention by supporting their needs for progress</p> | <p>ESOL lecturer - Evidence provided via a library service Position Statement</p> <p>CILIP Questionnaire to College Principals/SMT</p> <p>CILIP Questionnaire to College Principals/SMT</p> |
| <p>Enriched teaching and a better, more flexible learner experience</p> | <p>Due to the Library’s extensive opening hours students are able to stay and work after school in a scholarly environment which they might not otherwise have access to. Also vulnerable students identify the Library as a safe space and feel reassured within it.</p> <p>LibraryPlus is an integrated, innovative and holistic approach to learning resource centres. This has</p> | <p>CILIP Questionnaire to College Principals/SMT</p> <p>AoC Beacon Awards 2015-16</p> |

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| <p>Enriched teaching and a better, more flexible learner experience</p> | <p>resulted in the promotion of exemplary teaching by improving and embedding the use of learning technologies with teaching and learning by raising staff skills and confidence through Learning Technologies training programmes</p> <p>I don't have a computer at home so without (the LRC and it's support) I wouldn't have been able to do my course"</p> <p>The library resources are seen as an integrated part of the overall college learning environment and as such teachers, learning support assistants and academic coaches interact very closely with library staff to enrich the student experience.</p> | <p>Student feedback on CoLRiC survey</p> <p>CILIP Questionnaire to College Principals/SMT</p> |
| <p>Good Return on Investment (ROI) for colleges</p> | <p>In some ways (libraries) can do things more efficiently because they are a way for students to extend study to unsupervised study times. Blurring boundaries between library spaces and any independent study space.</p> <p>Also - British Values - this is something added to the inspection framework that curriculum so far can struggle with. The learning centres are a place where democracy, rule of law and freedoms are respected</p> | <p>CILIP Questionnaire to College Principals/SMT</p> |

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| <p>Good Return on Investment (ROI) for colleges</p> | <p>and celebrated. Debate societies are organised and run from the centres.</p> <p>The library provides a very special learning space within the college noted for its excellent architectural design and comfort. Within the space there are specific zones for our A Level Academy and for HE study areas.</p> <p>By investing in the building and running of the Forum, the college has been able to reduce costs of staffing and running its learning resources service whilst enhancing access to resources and expertise to all users</p> <p>The LRCs are staffed during the teaching day providing passive supervision and modelling professional behaviour in the community</p> <p>As part of the college strategy of widening participation, LC resources are required to meet the needs of the core vocational FE curriculum as well as developing the HE offering and adult learning and apprenticeships. This has been achieved by developing the LC online electronic offering including databases, electronic journals and e-books</p> | <p>CILIP Questionnaire to College Principals/SMT</p> <p>CILIP questionnaire to College Principals/ SMT</p> <p>CILIP questionnaire to College Principals/ SMT</p> <p>CILIP questionnaire to College Principals/ SMT</p> |
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*Library staff in more than 100 FE and sixth form colleges have used the six book challenge to support students on courses ranging from supported learning, functional skills and ESOL to GCSE English. Venning, L. For The Reading Agency, (September, 2016). *Reading ahead 2015/16 evaluation report*.