

NW INSPIRE Research Report

**Prepared for North West Museums, Libraries and
Archives Council (MLA North West)**

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Executive summary

The INSPIRE initiative (Information Sharing Partners in Resources for Education) aims to promote and facilitate access to library resources for adults in the UK. The initiative has been piloted in the North West, in Cumbria and Liverpool through work with a number of groups of learners, but in particular, hard to reach groups, such as refugees and asylum seekers. The aim of these case study projects has been to explore the resource requirements of these groups and to facilitate access to library resources for the benefit of the learners. In Cumbria, this has involved the creation of a new access agreement, Addlib, which involves all public, health and academic libraries. In Liverpool, the existing scheme, Libraries Together: Liverpool Libraries Partnership has been investigated with several different groups of learners.

The North West Museums, Libraries and Archives Council (MLA North West) commissioned LISU to undertake research for the NW INSPIRE project and the findings are presented here. There are four main strands to this research. A regional survey of higher education, further education and public library authorities has confirmed that there are a number of access arrangements in operation in the region, both informal and formal, and that these arrangements vary considerably, in terms of what each permits. In spite of the number of arrangements, it has been found that there are few arrangements which span all three sectors, or include special libraries. Key barriers to joint working have been uncovered, and these include insufficient time and financial resources, and technical and legal issues.

A feasibility study went on to look examples of access agreements in the region and beyond. This has yielded some useful information regarding the development of arrangements and lessons that can be learnt for the development of the INSPIRE initiative. A major part of the research by LISU has been the evaluation of the two case study projects in terms of the extent to which they have met their aims and objectives. In order to evaluate the impact on learners, the Generic Learning Outcomes framework¹ has been used. The collection of evaluation material has largely been carried out by a consultant, in consultation with LISU and is documented separately. In Cumbria, intensive work with a groups of learners has proved rewarding and there have been clear benefits to those involved in terms of increased awareness and knowledge of libraries and how to use them, and increased confidence in using these resources.

The final section of the report brings together the findings of these earlier sections, in terms of identifying key priorities for the future development of INSPIRE. It is clear that a user focus is paramount to any access agreement, and some useful suggestions about making libraries more welcoming and promoting the resources available have been collected from learners during the pilot study. The engagement and training of library staff is also key to the success of access and referral schemes. Based on the experience of other access schemes, it is argued that the development of INSPIRE will take time and will need to be an ongoing process, whereby progress is continually reviewed. It is therefore essential that evaluation tools are built into the initiative from the outset.

¹ See Inspiring Learning for All http://www.inspiringlearningforall.gov.uk/measuring_learning/

1. Introduction

LISU (formerly the Library and Information Statistics Unit) at Loughborough University has been commissioned by the North West Museums, Libraries and Archives Council (MLA North West), to undertake research for the INSPIRE² project that is being piloted in the region. The INSPIRE initiative, jointly managed by SCONUL and the Society of Chief Librarians (SCL) aims to '*promote easier access to resources in Higher Education and public libraries, to adult library users and non-users through outreach to community and voluntary organisation*'. In the North West, this has involved two pilot projects, one in Cumbria and one in Liverpool. In Cumbria, a new access arrangement involving higher and further education, public and health libraries, AddLib, has been set up as part of the project. In Liverpool, the existing arrangement, Libraries Together: Liverpool Learning Partnership has been explored in depth.

LISU's role in the project has been fourfold:-

- To survey libraries in the North West to examine current access arrangements and identify barriers to full implementation across the region
- To undertake a feasibility study – to identify models of access and referral
- The evaluation of the two pilot projects in Cumbria and Liverpool
- To combine these three strands of research into a development plan for the roll-out of INSPIRE.

1.1 Methodology

The research has involved an initial literature review, to assist in the scoping of an electronic survey which has been sent to all HE, FE and public library authorities in the region. The data from this survey have been analysed and included in this report (pages 7-25). The details of access arrangements in the region gathered by the survey fed into a feasibility study, which went on to look at a number of access arrangements in more detail, by interviewing key personnel. Several arrangements outside the North West were also looked at during the study.

In the evaluation of the two case study projects, LISU's role has been to give a broad overview of the success of the project in terms of meeting the project aims and objectives. This has involved the development of an evaluation plan (Appendix C), incorporating the Generic Learning Outcomes³ (see page 36). LISU has worked with the two case study consultants to devise evaluation tools, which have been successful in collecting a large amount of evidence. Whilst the majority of material regarding learners' views has been collated and reported on by the consultants, LISU has looked at the broader picture and collected evaluation evidence from the project co-ordinator and consultants, and also the project partners and learners in Cumbria. The whole process has been guided by an evaluation plan (Appendix C).

The final section of this report details a development plan, which draws together the LISU research, by summarising key points to come out of the study in terms of practical considerations for the roll-out of INSPIRE. It is emphasised that this is a starting point for wider discussion.

² Information Sharing Partners in Resources for Education.

³ See Inspiring Learning for All, http://www.inspiringlearningforall.gov.uk/measuring_learning/

2. Background to the survey of access arrangements in the North West

In 1995, The Apt Partnership concluded that,

'The practice of co-operation falls far short of the extent of the enthusiasm for co-operation in theory within the library and information services community' (p.12.1).

Although there have been many developments in collaboration in recent years and UK libraries have a long history of co-operation, there remain some issues that hinder the development of collaborative arrangements.

This said, few would argue that collaboration is not beneficial, and that improving the resources available to learners is vital. It is estimated that almost one third of public library users are engaged in study, either as full-time students or lifelong learners (Mynott et al., 2001). The need for comprehensive resource support for lifelong learners was clearly identified in *Empowering the Learning Community* (LIC, 2000), and libraries have a vital role to play in supporting Lifelong Learning. The MLA states that if this objective is to be achieved, new partnerships and new approaches must be adopted. There is a wealth of information available through libraries, and by opening up access to these resources, the needs of learners may be met more fully and effectively.

A number of studies have highlighted that there is already considerable cross-use of libraries, notably the Apt Review (1995) and the People Flows Study (Mynott et al, 1995), which found that almost two thirds of the learners using HE and FE libraries also use other libraries, and over half of the users of public libraries use other libraries. However, cross-use can sometimes be *'a very hit and miss affair'* (Craven and Fisher, 1998, p.103). If each library's services become part of a regional and even national resource, provision for learners will be more complete and consistent.

The Framework for the Future vision for 2013 has set the pace in terms of developing more open access arrangements for learners. In brief:-

- Any member of a public library can also access materials held in Higher Education and Further Education libraries
- Anyone seeking opportunities for learning and training can be guided to a course through a library
- Any adult struggling with adult basic skills can turn to a library for personalised intensive help.

One of the key aims of the INSPIRE England Project, is to build on existing networks of successful access agreements/partnerships and to develop an 'access map' of where learners can obtain the materials they need. Co-operation can take place on different scales, from local to national, and on different can levels, involving a range of 'privileges' for learners. Whilst SCONUL has collated information regarding access arrangements⁴, existing arrangements have been further explored by means of an electronic survey to all HE, FE and public library authorities in the North West region (Appendix B).

⁴ http://www.sconul.ac.uk/use_lib/access.html

The objective of the survey was to establish how far the region has progressed in relation to access and referral arrangements that could underpin the INSPIRE initiative, and in doing this, identify the main ‘gaps’ and barriers to full implementation across the North West.

In designing the questionnaire, a brief literature review was undertaken, in particular to identify barriers and benefits to resource sharing. Studies by Mynott et al.(2001) and McNichol et al. (2002) have proved particularly useful sources for this purpose.

The People Flows Project undertaken by the Centre for Information Research - CIRT (Mynott et al., 2001) came about because of problems associated with the cross-use of libraries, with the aim of investigating solutions to cross-use. It was found that the operation of local agreements allowing learners access to all publicly funded libraries in a region increases the likelihood of cross-use of HE and FE libraries. Different types of libraries are found to have varying ‘merits’ for the learner. However, just over half of the respondents in the study stated that they had encountered problems in the use of other libraries.

Barriers to learners

Inspiring Learning for All (MLA, 2003) deals comprehensively with the barriers to library use that may be experienced by learners.

- Physical** - Are buildings, collections, events, physically accessible to everyone?
- Sensory** - Can they be used by people with hearing or visual impairments?
- What adjustments need to be made?
- Intellectual** - Do they exclude people who do not have extensive background knowledge or people for whom English is an additional language?
- Can they be used by people with learning disabilities?
- Cultural** - Do we reflect and represent the interests, life experiences and culture of the community served?
- Attitudinal** - Is the environment welcoming, especially to new users?
- Do staff have an open attitude to diversity?
- Are we focusing on our users and potential users?
- Financial** - Do any charges made deter people on low incomes?
- Can families, pensioners, unemployed people afford to use our services?

The People Flows Study identified six key factors that contribute to the level of use of any library: -

- Location – proximity, transport links
- Resources – quality, range and suitability
- Opening hours
- Staff – helpfulness, ability, approachability
- Organisation of library – catalogues, signposting
- Library environment

Of these factors, the library being easy to get to was considered to be by far the most important factor to all groups of learners. However, Heaps (2000, p.257) emphasises that,

'Although the public library service has outlets everywhere, there is a vast difference between a well-founded university library and a public library van service' .

There were differences between the importance of other factors for each group of learners. For example, study space ranked more highly amongst FE and HE learners than public library users.

Around four percent of interviewees had been refused entry into a library, and a similar number were denied borrowing privileges (usually from HE libraries).

Other barriers to learners included: -

- Lack of borrowing rights
- Lack of access to ICT
- Charges for borrowing or other services
- Lack of assistance

Hull (2001) also discusses barriers to learners using libraries (although not necessarily *other* libraries), and makes reference to another barrier, *'library anxiety'*, for those unfamiliar with how to use library resources. This phenomenon is particularly likely to be a feature of minority groups. Hull's study is interesting because it includes the views of non-users, who by definition are difficult to survey. *Framework for the Future* (DCMS 2003, p.9) emphasises that libraries need to 're-double their efforts to reach non-users' and suggests that one way to achieve this is through collaboration with other public services.

Many regions have policies or arrangements for cross-use of libraries, but there is little consistency both within and between regions. Whilst one third of learners in the Mynott et al. study (2001) said that they had used the inter-library loan service, very few were aware of the reciprocal access agreements between libraries. Lack of awareness of the facilities available should also be considered a barrier to learners.

The MLA highlights that, *'...to be successful a commitment to putting the needs of users first and working in consultation with them to overcome the barriers they encounter is necessary'*. These issues are explored in relation to this study by means of focus groups and interviews with learners participating in the two case study projects (pages 36-51).

Cross-use of libraries

Despite the potential barriers to learners, there is considerable cross-use of libraries by learners. In the People Flows Study (Mynott et al., 2001), it was found that for both FE and public library users, the most commonly used 'other' libraries were public libraries, perhaps because they have traditionally been open to the public and learners have greater awareness of them. Public libraries are more 'visible' at a local level, being less sparsely distributed than FE and HE libraries, and as Hull (2001) points out, they are the first experience of libraries for many people. She concludes that, *'positive experiences in the public library appear to encourage subsequent interactions with other Information services'* (Hull, 2001, p.10). Indeed, Watkin (1998, p.143) refers to public libraries as *'the local support centre for open and distance learners'*, having *'unique selling points'*. Conversely, Mynott et al (2001) found that HE learners were slightly more likely to use other HE libraries in the study region than public libraries.

Barriers to collaboration

There are also barriers for library services and their staff in terms of working with other libraries to improve access for learners. Mynott et al (2001) and McNichol et al. (2002) highlight the following issues:-

- Legal and technical issues – particularly surrounding the sharing of electronic resources
- Organisational differences between libraries, e.g. pay structures
- Staff attitudes – e.g. reluctance to take on extra work, different hours etc
- Too few trained staff, coupled with the requirement for more staff training
- Competition - with other libraries and consortia
- Challenges in reaching a detailed organisational and political agreement for co-operation that is satisfactory to all partners involved (Apt, 1995). Also, identifying who leads the partnership
- Lack of common professional standards and knowledge of other agencies
- Balancing financial benefits between partners
- Constraints on resources, including time, money and collections. This raises the questions of who pays for the provision of additional service and materials (if any), and whether cross-use by visiting users be detrimental to a library's core users.

Mynott et al. (2001) identify the measuring the impact of access partnerships as another potential problem. Indeed, RCMG research (2003) highlights that little is currently known about the learning experiences of library users. However, investigation of what people have learnt is central to the vision of Inspiring Learning for All⁵. Evaluation of impact will largely involve the collection of qualitative information or 'soft' indicators. Collection and analysis of such information is likely to be difficult and time-consuming, especially as some librarians may not be used to talking or thinking about learning (RCMG, 2003), but it has the potential to yield rewarding results. The third section of this report deals with the evaluation of two access agreements in the North West (pages 36-51), using the Generic Learning Outcomes framework developed by the Learning Impact Research Project.

Benefits of collaboration

Collaboration between libraries to widen access has clear benefits for learners in terms of both ease of use and personal development, but the benefits for libraries are also considerable. McNichol et al (2002) outline some of the key benefits for libraries, identified in the Project for Standardised Assessment of Information Literacy Skills (SAILS):-

- Raising profile of library
- Enhanced service to core users
- Generation of new ideas and expertise for staff
- Opportunity to apply for joint funding
- Shared successes and problems
- Economies of scale and opportunities for co-operative purchasing.

The LISU survey of the North West region has collected information about how important the library community perceives benefits such as these to be.

Developing and sustaining access and referral arrangements

One of the keys aims of this research is to derive a development plan for implementing the INSPIRE initiative across the region. The *People Flows Study* (Mynott et al, 2001; Nankivell and Dalton, 2000) includes a useful summary of recommendations for the development of such

⁵ See Inspiring Learning for All, <http://www.inspiringlearningforall.gov.uk>

agreements and management considerations, and these are borne out in the development plan (pages 52-61).

Inspiring Learning for All (MLA, 2003) also details important considerations in terms of ensuring accessibility for learners, and some of these ideas have been explored in the LISU survey of libraries (Appendix B). For example,

- | | |
|------------------------|--|
| Information | - Do we market our services effectively to all potential users? |
| | - Is information provided in alternative formats, Plain English, community languages etc? |
| Decision making | - Are users and potential users consulted? |
| | - Do we value their input and work in partnership to develop the services that are wanted? |

For library managers and staff, operating an access agreement may present a challenging balancing act, in several senses. Libraries must continue to meet the needs of traditional users, whilst also accommodating visiting users, who may need more assistance and have different needs. The potential benefits of collaboration must also be evaluated against barriers to co-operation.

2.1 Results of survey of Higher Education, Further Education and Public Libraries in the North West

Using information collected during the review of literature, an online questionnaire was designed and piloted for each library sector. The questions for each were broadly similar (Appendix B) and aimed to identify details of access arrangements already in place, plans for future co-operative working and attitudes to collaboration. The questionnaire was also designed to draw out librarians' perceptions of the benefits and barriers to collaborative working, as well as any associated problems. The questionnaire was sent to all 101 HE, FE and public library authorities in the region. By means of extending the deadline and by chasing up non-respondents, a total of 58 questionnaires were returned, constituting a good overall response rate of 57%. Of course, the response rate by sector varied, and this is discussed in relation to the findings for each sector.

2.1.1 Findings of the Survey of Further Education Libraries

The questionnaire was sent to all 64 Further Education colleges in the North West. A total of 30 colleges responded, giving a response rate for this sector of 47%. This is a pleasing return for the sector, which presents challenges in terms of surveying. Time was spent at the beginning of the exercise in compiling current and complete contact details for FE college libraries in the region.

Access arrangements

The survey found that 19 out of 28 responding libraries were found to have access arrangements in addition to the well-known access agreements, ALLIS (Accessing Lancashire Library and Information Services, BLAG (Bolton Libraries Access Group) and Libraries Together – Liverpool Learning Partnership (details on pages 27-29). Respondents were asked about access arrangements with HE, public and other FE libraries in turn.

Access arrangements involving HE libraries

Arrangements with Higher Education Institutions (HEIs) include: -

- **VALNOW** (Virtual Academic Library in the North West), involves the University of Central Lancashire, Myerscough, Furness, Lancaster & Morecambe Colleges and Lakes College West Cumbria. The agreement allows students to have dual membership of the local university library and shared access to software, databases, ATHENS etc. Also enables free ILL service between the colleges and the university library, including journal re-print supply.
- **ALLCU** (Association of Land based Librarians in Colleges and Universities). Myerscough College allows students who live locally to access their local agricultural/land based college library during vacations if they are studying at another one during term time. Access depends on the time of year and level of demand on any particular item by own students.
- **CHELPS** (Cumbria Higher Education Library Partnership Scheme). Lakes College West Cumbria library users have reference access and limited borrowing rights to other member libraries (HE and FE). It is a reciprocal agreement.
- West Cheshire College has an informal arrangement with Chester College of HE, allowing reciprocal reference access and referral for enquiries. WCC students may also use IT and have some borrowing rights.
- Inter-college loan scheme between St Mary's College and Liverpool Hope (Under Network of Hope), which allows reference and borrowing to registered users.

- **St Helen's Partnership agreement** permits reference only access to majority of libraries in St Helens (public and academic). It is recently established.
- Nelson and Colne College has an arrangement with some Lancashire colleges (including HE) to allow students reciprocal reference access to collections of colleges in the agreement (according to the stipulations of the individual libraries). Staff of the college also have access to collections of some of the other colleges, but this is not on a reciprocal basis.
- **Bury Passport to Learning Scheme:** Reciprocal access scheme involving University of Manchester, Bury College, Holy Cross College, Bolton IAG and Bury Public libraries.
- Foundation degree students of Warrington Collegiate can access the library resources of Chester College of HE.
- St Helen's College permits reference use of the library for private study.

The number of arrangements involving university libraries is noteworthy when compared to the smaller number of arrangements involving the other sectors. Undoubtedly, this reflects the extensive resources provided by HE libraries, from which all kinds of learners may derive considerable benefit.

Details of the facilities available to HE learners via these arrangements

In the vast majority of cases (16 out of 18), these arrangements allow reference access to all printed resources and in two thirds of cases, borrowing of all or some printed resources, although these arrangements are only reciprocal in approximately one third of cases.

In approximately two thirds of cases, these arrangements allow access to electronic resources, but in 9 out of 13 cases this was not a reciprocal arrangement. In almost half the arrangements, it was found that HE users are permitted to use IT and the Internet. In all cases, the responding libraries permitted HE libraries to refer learners to them for enquiries.

Access arrangements involving public libraries/ the public

In addition to the above arrangements that include public libraries or allow public access, there are several other arrangements in place. These include:-

- Any member of the public is allowed access to Huddersfield New College Library, Birkenhead Sixth Form College and Warrington Collegiate.
- Southport College Library offers reference facilities to all members of the public, although there are no formal arrangements with other institutions.
- The public may purchase access to Wigan and Leigh College library.
- Lakes College West Cumbria has an external membership scheme.

In addition, Mid Cheshire College have an arrangement for their students to use the public library, which is very close to one of their sites. They have purchased stock for the public library for their students to use.

Details of the facilities available to visiting learners via these arrangements

Only three respondents mentioned that they allow their library resources to be used by members of the public; in two cases by external membership/community user schemes. One library allows reference access to any member of the public, but charges for borrowing, and a further

respondent said that although they do not permit free access to the public, it is permitted on payment of a fee.

The vast majority of FE libraries (13 out of 15) allow the public to have reference access to some/all printed resources, but borrowing is more limited, to some or all resources in 5 out of 14 cases. Similarly, access to electronic resources is permitted in all/some cases in only 4 out of 14 responding libraries. In around half of the responding libraries, the public are permitted to use IT resources and the Internet. In 12 out of 13 cases, the library in question said that they accept enquiries from the general public.

Access arrangements involving other FE colleges

In contrast to the large number of access arrangements involving HE libraries, it is interesting to note that there were few inter-FE arrangements identified in the survey sample and those that were documented tended to be fairly limited or localised. Whilst the survey responses do not reflect the FE sector as a whole, it seems likely that this is the case across the region. In three cases, it was stated that no access arrangements exist, and in one case the following justification was given:-

'We would expect students from the other two colleges in Kirklees to research and use information sources in their own institutions. Firstly, the library collections will be tailored to their own curriculum requirements'.

However, the following details were collected:-

- Former FE students of Birkenhead Sixth Form College may register as community users after they have left the college.
- The National Co-operative Archive is open to anyone wishing to research the co-operative movement (Co-operative College).
- Bury Passport to Learning - Any registered learner over 16 may use the facilities of participating libraries for reference after 4.30pm (Holy Cross College). Bury College also participates in this scheme.

Details of the facilities available to FE learners via these arrangements

Of the ten libraries responding to the relevant question, all said that they allowed FE users to have reference to their printed resources, and this was a reciprocal agreement in four cases. Only one library permitted borrowing of all resources, although four libraries allowed borrowing of some resources. Two out of four libraries allowed access to their electronic resources, whilst around half of those responding allowed access to IT resources and the Internet. In all but two cases (out of nine) the responding library allowed learners from other FE colleges to be referred to them for enquiries.

Promotion of access arrangements to learners

Of 24 respondents, 19 said that they promoted access arrangements to learners. The most common methods were found to be by leaflets/posters (18 respondents) and at induction sessions (15 respondents).

Two respondents mentioned other means – via subject tutors and local press coverage of the launch of the scheme.

Formal Service Level Agreements (SLAs)

The findings suggest that formal SLAs between FE, and HE and public libraries, and within the FE sector, are rare. There were SLAs in only four out of nineteen cases with HE, two out of eighteen with public library authorities and only one formal SLA out of eighteen possible cases with other FE colleges. It should be noted, however, that only 4 respondents answered *not applicable* to this question, which does not tally with other findings. It seems that some respondents have answered *no*, when in fact they should have answered *not applicable* if they are not operating any access and referral arrangements. See Appendix B.

Charges to visiting users

Out of 21 respondents, six were found to charge for services to visiting users, including charges for photocopying (3 respondents), borrowing (2), and in the form of annual fees (2).

Support for visiting users

Out of 20 respondents, only three said that they offered support to visiting users.

Visiting user numbers

This section was poorly completed and the following figures should be treated with a degree of caution, particularly as some respondents supplied estimate figures. In five of the libraries in the sample the majority of visiting users came from HEIs. In a further three libraries the majority of visiting users were members of the public, and in the case of only one library did the majority of visiting come from other FE colleges.

Feedback from visiting users

It is interesting to note that out of 15 respondents, only one said that they collect feedback from visiting users. This is a valuable method of collecting information about the strengths and weakness of the service provided for visiting learners, and is certainly an area for future development.

Future development

When asked about the possibility of access arrangements in the future, the following findings emerged. Six out of 25 libraries said they had plans for the development of access arrangements with HE libraries, five out of 25 with public libraries and four out of 23 with other FE libraries. This is very encouraging, given the level of collaborative working already underway in the region. Details of plans for future working are included in the Figure 1. It is apparent that although there are aspirations for joint working in some cases, plans were not underway at the time of the survey in late 2003.

Figure 1 Plans to develop access arrangements in the FE sector

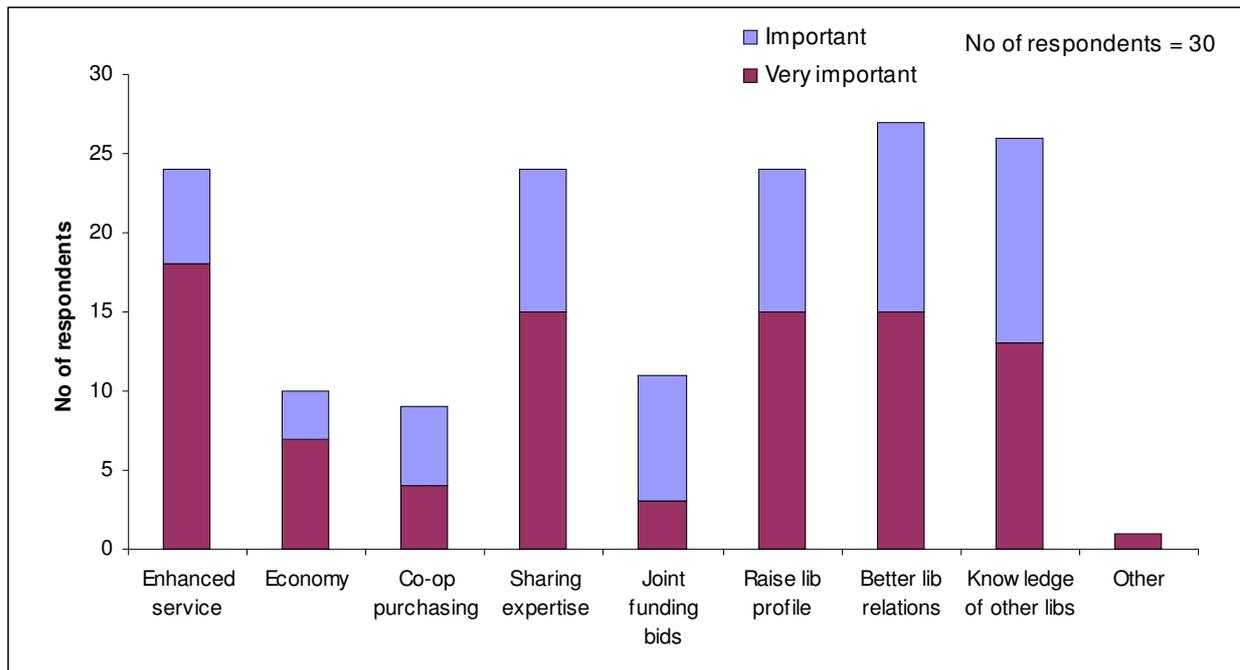
College	Future development details
Blackpool and The Fylde College	Hope to gain access to some online subscription databases taken by their Associate University
St Helens College	As part of the St Helens Learning Partnership the Library Service is represented on the Access to Libraries Group. This is working on widening access to libraries across the borough
West Cheshire College	Discussions within the Cheshire Consortium and with partners for Foundation degrees. Specific current need to develop circulating stock of minority language material
Manchester College of Arts & Tech.	Looking to develop joint resource with Manchester Public Libraries - initial meetings to take place Dec 2003
Furness College	Possibility of closer links between FE Colleges in Cumbria
Myerscough College	Organisations such as ALLIS, ALLCU and VALNOW will continue to develop but much can be done through having 'friendly libraries' who are willing to co-operate through informal agreements between librarians
Aquinas Sixth Form College	Hope to develop links with MMU and to further links with Stockport Public Libraries
Mid Cheshire College	There were plans for the development of a Campus Library which would offer services to local schools on campus and the public as there is only a mobile library service in the college area. However, the plans may be shelved

The survey closed by asking respondents about their perceptions of collaborative arrangements and any problems they had experienced or could foresee with the cross-use of libraries.

Benefits of resource sharing

Respondents were asked to rank a series of criteria in order of importance, by means of a Likert scale. The following chart illustrates the relative importance of each of the factors, by showing the number of respondents ranking each criteria either 1 or 2 on a scale of 1-5, with 1 being very important.

Figure 2 Benefits of access arrangements in the FE sector



Looking just at benefits considered to be very important, the most commonly identified factors were found to be:-

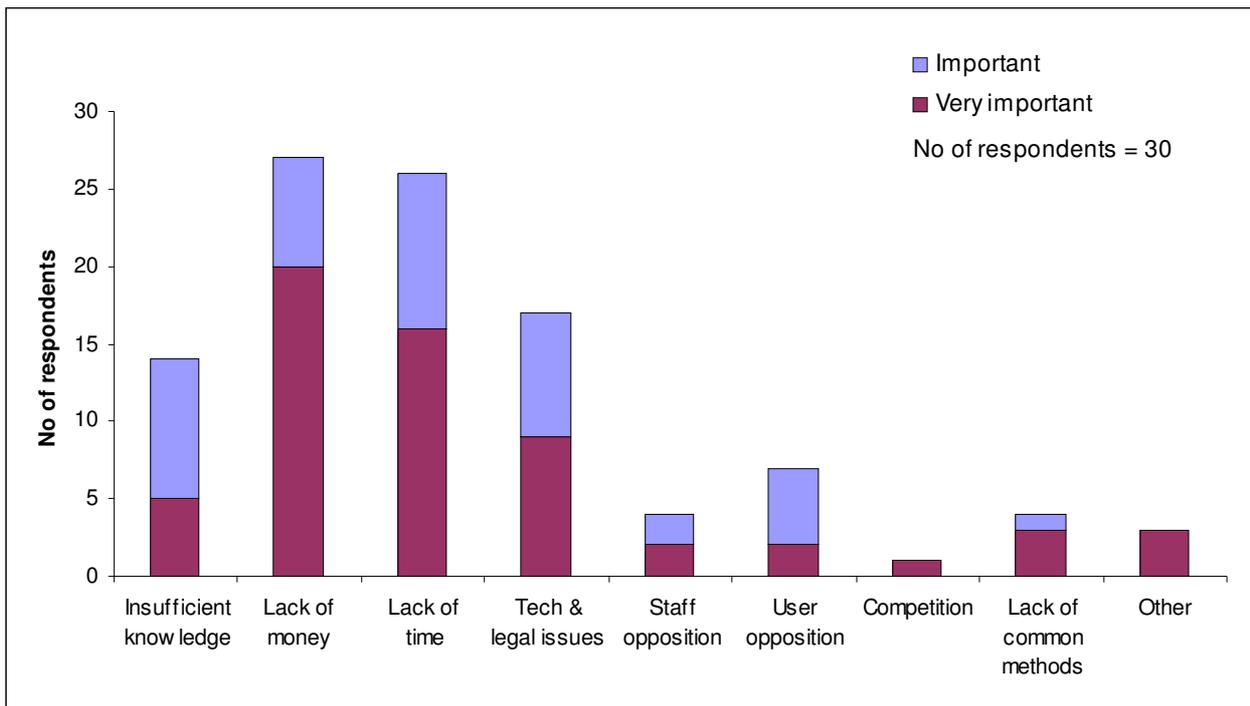
- Enhanced service to user (18)
- Sharing expertise and new ways of working (15 out of 29 respondents)
- Raising profile of the library service (15)
- Improved relations between libraries (15)
- Knowledge of other libraries' working practices (13)

(Numbers in brackets indicate the number of respondents out of a total of 30, unless where otherwise stated, considering this factor to be *very important*).

Barriers to resource sharing

Respondents were asked to categorise barriers to resource sharing in the same way, which yielded the following results.

Figure 3 Barriers to joint access in the FE sector



When looking just at barriers ranked as *very important*, the most frequently identified barriers to resource sharing were found to be: -

- Insufficient financial resources to fulfil additional demands (20)
- Insufficient time to fulfil additional demands (20)
- Other factors, of which, lack of space (3 out of 4 respondents) was the most frequently quoted barrier. Other barriers cited included: -
 - Lack of opportunity to influence strategic planning
 - Corporate culture and resistance to change
 - Shortage of staff (which may have been classed by some respondents as insufficient time).

(Numbers in brackets indicate the number of respondents out of a total of 30, unless where otherwise stated, considering this factor to be ‘very important’).

Problems with resource sharing

Various issues were brought to light by respondents. Interestingly, the survey of public library authorities also raised some other potential problems for FE college libraries in terms of allowing public access (see page 24).

Issues raised within the FE sector included:-

- Publishers’ licences can inhibit the sharing of expensive subscription resources
- Communication – difficulties in keeping in touch with other colleagues on a regular basis
- Infrequency of visiting users means that staff forget the relevant procedures and this is compounded by a lack of training in these procedures and the limited availability of first hand information

- Opposition from teaching, staff who do not see the benefits of allowing members of the public to use the library
- Lack of comprehension by HEIs of the constrained economies of the FE sector
- High demands on IT resources
- Obstructive attitude of some libraries. As one respondent observed, *'...it is important that the schemes of co-operation serve only to facilitate and never to obstruct, and that sight is never lost of the most important part of any library – its users!'*

Wherever possible, the concerns of librarians, such as these, must be resolved satisfactorily if access arrangements are to be successful for all parties involved.

2.1.2 Findings of the Survey of Higher Education Libraries

The survey was sent to all 15 Higher Education Institutions (HEIs) in the North West. A total of 11 HEIs responded, constituting a pleasing response rate of 77%.

Access arrangements

Access arrangements in the region involving HE (see pages 27-29 for details) include:-

- ALLIS - Accessing Lancashire Library and Information Services
- CALIM – Consortium of Academic Libraries in Manchester
- CHELPS - Cumbria Higher Education Institutions Library Partnership Scheme
- BLAG – Bolton Libraries Access Group
- Libraries Together – Liverpool Learning Partnership

The vast majority of responding HEIs said that they participate in the national schemes, UK Libraries Plus (except Cumbria Institute of the Arts), and SCOUNL Research Extra and Vacation Access Schemes.

Nine out of eleven respondents went on to say that they participated in additional access schemes. These included:-

Access arrangements involving FE colleges

- Liverpool Hope University College have an arrangement with Northern Ordination Course, who pay a fee for their students to have borrowing rights and IT access.
- Students in Cheshire FE colleges on UCC foundation degrees may use all library facilities at University College Chester.
- Staff members of FE colleges that offer University of Central Lancashire franchised courses have reference access, and students on UCLAN franchised courses have full membership (including loans, network computer access etc) to the university library.

Details of the facilities available to FE learners via arrangements with FE Colleges

In all cases (four respondents to the relevant part of the question), agreements involving FE colleges permit FE learners to have reference access to the HE library in question, but this does not operate on a reciprocal basis in any of these cases. The arrangements of only two (out of five respondents) permit borrowing, but again this is not reciprocated by the FE college(s) in question. The same two university libraries also permit access to electronic resources and the

Internet. Interestingly, six institutions responded that they allow FE learners to be referred to them for enquiries, in spite of several of this group responding that do not permit any other use of their libraries by external learners.

Access arrangements involving other HE Institutions

As well as the formal arrangements mentioned above, information was gathered about several other access arrangements within the HE sector, across the region.

- All 15 HE libraries are members of NoWAL (North West Academic Libraries Group). This provides extensive access and borrowing rights to users of the member libraries.
- The University of Central Lancashire provides immediate access during staffed hours, free external membership during summer vacation on production of proof of status and good standing for all HE institution students. UCLAN also has a reciprocal external membership for full time students of Lancaster University at reduced fee of £20 p.a. (normally £100 p.a.).
- Lancaster University has access arrangements with Accredited Colleges (St Martin's College, Edge Hill College), and Associate Colleges (HE courses at Blackburn College and Blackpool & The Fylde College).
- University of Liverpool students may join University College Chester Library.

Details of the facilities available to HE learners via arrangements with other HEIs

Five out of six HE libraries permit students of other HEIs to use their library for reference purposes, and this appears to operate on a largely reciprocal basis. All of the responding libraries (seven, in this part of the question) allow borrowing of some or all of their printed resources, again on a reciprocal basis. Only two libraries permit use of some of their electronic resources, and two (out of six respondents) allow the use of IT – on a reciprocal basis. Six libraries permitted users of other HE libraries to be referred to them with enquiries, but only three noted this as being a reciprocal arrangement.

Access arrangements involving public libraries/the public

The survey found such arrangements to be limited. Agreements in the region include: -

- Lancaster permits anyone to use their library for reference purposes, and the University of Central Lancashire allows reference access to members of Lancashire libraries.
- In addition, anyone over the age of 18 who can demonstrate a need to use the collections of John Rylands Library at the University of Manchester may have reference access, borrow some resources and use IT.

Details of the facilities available to learners via arrangements enabling public access

Five out of six universities allow reference access to some or all of their printed resources, but only one HEI allows the use of IT and some electronic resources. Similarly, only one institution permits borrowing of books (but not AV material). All six responding libraries accept enquiries/referrals from public libraries.

Promotion and marketing

All respondents said that they promote their services to outside users and all libraries use the Internet and leaflets/posters to do this. Nine (out of eleven) respondents stated that they also promoted services at induction sessions.

Other means were stated by three universities, which included:-

- By e-mails to all University staff
- Via enquiry desk, referral process and at library counters
- Through teaching sessions and programme documentation.

Formal Service Level Agreements

Only one university claimed to have a formal SLA, which operates within the HE sector. A further library said that it has a formal SLA in some cases with HE, FE and public sectors. Whilst formal SLAs are few and far between, it is likely that many of the areas covered by SLAs will be included in the formal arrangements between libraries.

Charges to 'visiting' users

Seven out of ten HEIs charge for some or all services to external users. Charged for services include:

- Photocopying (3)
- Document supply/ILL (2) Numbers in bracket indicate the number of respondents
- Printing (1)

Charges for such facilities are not surprising, and it is likely that the libraries' own users also have to pay for these facilities.

Three libraries have an external membership scheme or equivalent, of which two mentioned a charge for this service.

Support for visiting users

Just under half the respondents offered support to visiting users, usually on a request basis. Tours of the library were mentioned as one form of support.

Numbers of visiting users

As with the FE sector, the majority of institutions were unable to supply figures in this section of the survey. However, two libraries did supply actual figures, totalling 80 visiting FE users for one library and 110 visiting users (predominantly HE) for another library. A further library gave an estimate of 19 users (predominantly general public). These figures are encouraging in that they suggest there is a fair amount of cross-use of some libraries. The findings also indicate that use by visiting learners varies between HE libraries, which is probably influenced by the demographics of the community and geographical distribution of education institutions. As with the findings from the FE sector, it is perhaps less encouraging that few institutions record numbers of visiting users or number of referrals made and received. Metrics such as these should be commonplace in the management and evaluation of any scheme enabling cross-use and collaborative working. However, it is recognised that such data are difficult to collect and record

accurately. In the survey, one HEI added that they were unable to break down numbers of visitors into HE, FE and general public categories.

Collection of feedback from visiting learners

Only three out of the ten responding university libraries were found to collect feedback from visiting users.

Future Development

A total of eight libraries responded to a question asking whether they had any plans for developing access agreements with HE, FE and public libraries. Of these, seven said they have plans to develop arrangements with at least one of these sectors in the future. Four out of seven planned agreements with other HEIs, whilst five out of seven mentioned plans to work with FE libraries. Only two out of seven respondents said that they had plans to explore access arrangements with public library authorities. The respondents were not asked specifically about proposed arrangements with special libraries, but a further library added details of a proposed reciprocal agreement with the Education Centre at the local Hospital (St Martin's College).

Details of developments include: -

- At the time the survey was distributed, a NoWAL access scheme was planned for December 2003. This has now been implemented.
- At Bolton Institute there are plans to open up access to FE libraries in the East Lancashire Corridor, and this is currently in its early stages.
- At the Royal Northern College of Music, E-collaboration with other conservatoires through Music Libraries Online (Z.39.50-based multi database access) is planned.

Benefits of resource sharing

All 11 respondents to the survey answered this question. Respondents were asked to rate a series of potential benefits of resource sharing on a scale of 1 to 5, with 1 being very important and 5 being not important. The following diagram shows the number of respondents rating each of the proposed benefits as very important (1) or important (2)..

Figure 4 Benefits of access arrangements in the HE sector

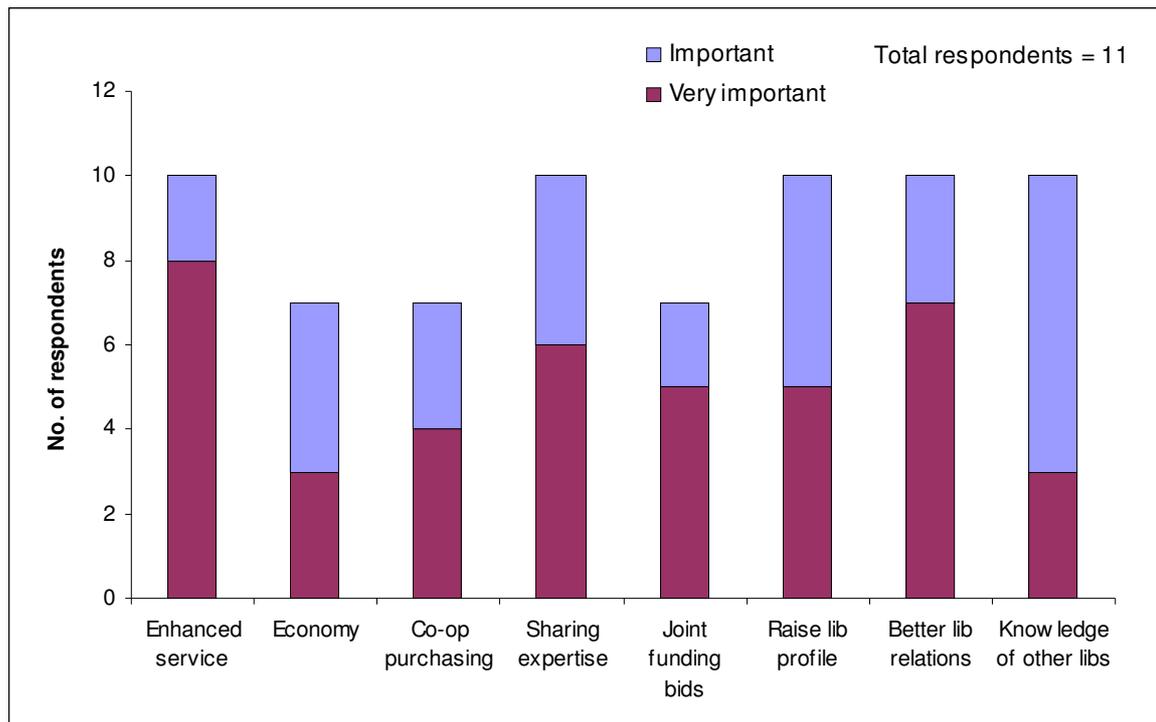


Figure 4 shows that the following factors were viewed as being the most beneficial (in order of importance):-

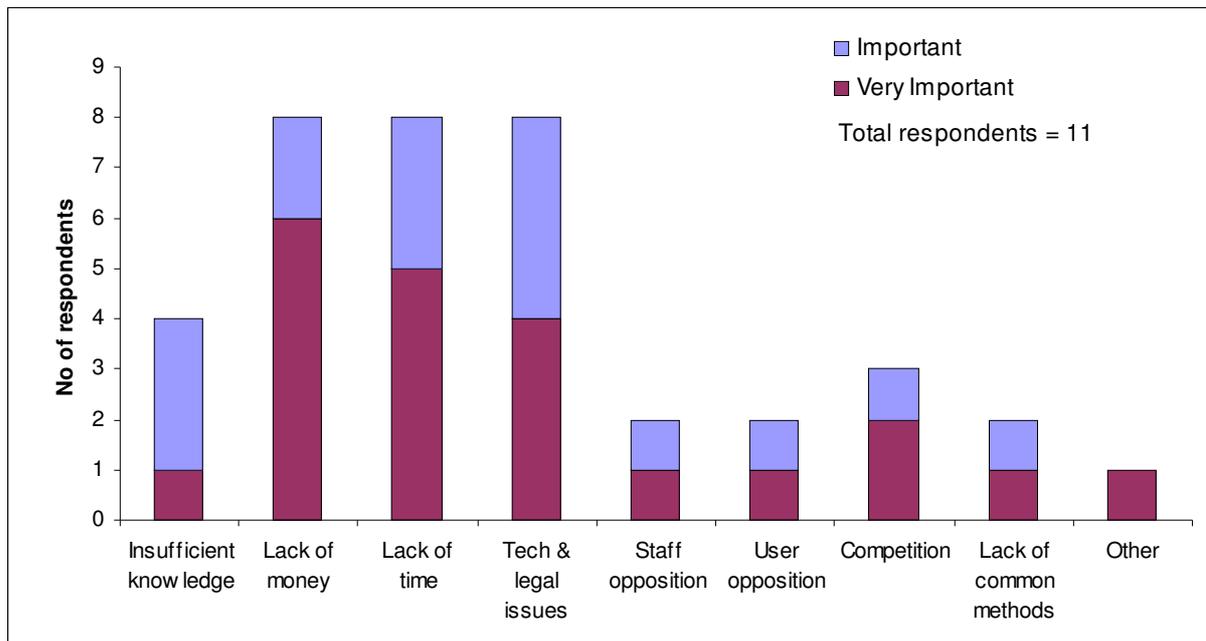
- Enhanced service for user (8)
- Improved relations between libraries (7)
- Sharing expertise and new ways of working (6)
- Raising profile of library service (5)
- Enhanced knowledge of other libraries' working practices (3)

(Numbers in brackets indicate the number of respondents out of a total of 11, considering each factor to be *very important*.)

Barriers to resource sharing

Respondents were asked to categorise barriers to resource sharing in the same way. The following diagram shows the barriers respondents considered to be important or very important. Three clear barriers emerge from the survey.

Figure 5 Barriers to joint access in the HE sector



When looking just at barriers ranked as very important, the most frequently identified barriers to resource sharing were found to be:-

- Insufficient financial resources to fulfil additional demands (6)
- Insufficient time to fulfil additional demands (5)
- Technical and legal issues (3).

(Numbers in brackets indicate the number of respondents out of a total of 11, classing each factor as *very important*.)

Interestingly, ‘other’ factors did not appear to be particularly important for the HE sector. This contrasts with the FE sector where other factors, especially lack of space was mentioned as a major barrier.

Problems with resource sharing

Various issues associated with access arrangements were raised by respondents. These included:-

- Training a large number of front-line staff to administer and be aware of details of each agreement a number of different access agreements throughout long service hours
- Disciplinary procedures need to be clearly defined, especially with public libraries (which have less of a hold over users)
- Organisational politics can present a challenge – for example, HE and Health Service ethos can be quite different
- Restrictions placed by some libraries make the referral process more complicated that it perhaps needs to be.

2.1.3 Findings of the Survey of Public Libraries Authorities

The survey was sent to all 22 Public Library Authorities in the North West. A total of 17 authorities responded, giving a response rate of 77%.

Access Arrangements

In addition to the access arrangements BLAG, ALLIS and Libraries Together: Liverpool Learning Partnership, five out of the seventeen responding authorities also have other access arrangements, which are largely reciprocal (in four out of five cases).

Other arrangements appear to be fairly limited, but this is likely to be because of the open access nature of public libraries.

Arrangements involving FE colleges

- St Helen's library service have an arrangement to allow learners from St Helen's College of FE and Carmel Sixth Form College to use St Helen's public libraries for reference and study purposes.
- Blackburn with Darwen – students of Blackburn College may access their personal workspace via PCs in the central library. A joint initiative between the public library service and sixth form colleges inducts all new students to both public and college library facilities.
- Oldham MBC have an access arrangement with Oldham Business School.
- Bury Metropolitan Borough Council participate in the Passport to Learning Scheme, which allows study access (reference) for members of Bury public libraries to Holy Cross Sixth Form College, Bury College and John Rylands Libraries.

Arrangements with HE institutions

In addition to the Bury Passport to Learning Scheme, Manchester Library and Information Services (MLIS) is an associate member of CALIM (see page 27). Under this agreement, if stock is held by participating libraries, MLIS can arrange appointment for their users to have reference access.

Details of the facilities available to visiting users

All respondents to the relevant question (a total of 16) said that they allowed visiting users to have reference access to their printed and electronic resources, use IT and the Internet and be referred to them for enquiries.

In terms of borrowing resources, 14 out of 16 library services said that they allowed visiting users to borrow all of their resources, one library service said that they did not allow borrowing at all and a further library said that they allowed borrowing in some cases (proof of permanent address and temporary local address being required, unless living in neighbouring counties).

Promotion

Approximately two thirds of respondents promote their access arrangements to users. The most commonly used methods are leaflets/posters (ten out of eleven respondents), the Internet (nine out of eleven respondents), via induction sessions (three out of six respondents), and other means (three out of seven respondents). Other methods included:-

- Internally through an annual Learning and Teaching conference
- Promotion events/sessions as part of the Bury Learning Partnership
- Via a local HEI, promotion on their website and distribution of leaflets via fresher's mailing.

Formal Service Level Agreements

Formal SLAs were found to be few and far between. Out of sixteen respondents, only three have SLAs with university libraries (of which one applied only in certain circumstances). In terms of formal service agreements with FE libraries and other public library authorities, only two library services (out of the responding fifteen) have formal SLAs in each case.

Charges for library services to visiting users

One quarter (four out of sixteen libraries authorities) make charges for services to visiting users. However, in one case, this charge is a refundable deposit and in a further case the charge has currently been removed on a trial basis. Of the remaining two authorities, one only charges non-members for internet access.

Support for visiting users

Only three out of sixteen library services offer support for visiting users. Support available includes:-

- A tour of library services – offered to all visitors
- Guided tours of the central library in one authority
- Cheshire Library Authority mentioned support for users by means of ensuring staff are aware of the working practices and collections of other libraries. This involves reciprocal training visits for staff.

Future partnership working

Only one responding authority (out of thirteen) has plans for an access arrangement with the HE sector. However, more encouragingly, almost one third of respondents (five out of seventeen) said they had plans for developing access arrangements with FE colleges. Furthermore, three out of fourteen respondents have plans for developing access agreements with other public library authorities.

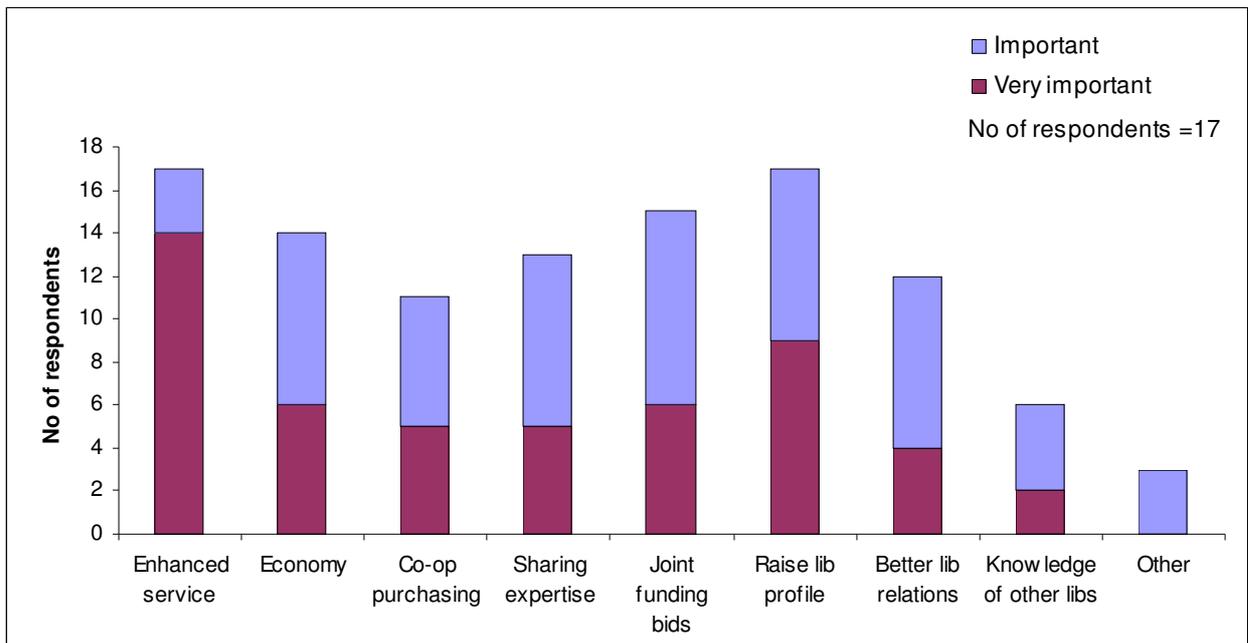
Figure 6 Plans to develop access arrangements in the HE sector

College	Future development details
Stockport MBC Library and Information Service	Intend to contact local HE and FE and other library authorities at some point to discuss the possibility of formal access arrangements but have not done so yet. Local FE and HE students do use the facilities just like any other members of the public but don't have a formal reciprocal arrangement in place yet
St Helens	Still working on how they can develop their service to learners in the borough. Plans in hand to also involve the Health Authority and the voluntary sector. Have an Access to Libraries Group which meets every six months
Bolton MBC	Local FE college may be invited to join BLAG (Bolton Libraries Access Group)
Halton	Will consider any agreements that develop on a North-West regional or Merseyside level.
Manchester Library and Information Services	Lifelong Libraries Project - partnership with Manchester Adult Education Services delivering ICT based learning in Manchester Libraries. Forum Learning Centre - a partnership (consisting of Manchester Library and Information Services, Manchester Adult Education Services and City College at Wythenshawe Library. Greater Manchester Buying Consortium (general servicing of stock, cataloguing etc), Greater Manchester Benchmarking Group
Cheshire	In very early stages of feasibility study for access agreements with HE institutions and FE colleges
Blackburn with Darwen	Looking to continually develop links with local colleges

Benefits of resource sharing

The following diagram, illustrating the number of respondents ranking benefits as important or very important, shows that overall, an enhanced service to the user was considered to be the most important benefit of resource sharing. This is closely followed by raising the profile of the library service.

Figure 7 Benefits of access arrangements in the public library sector



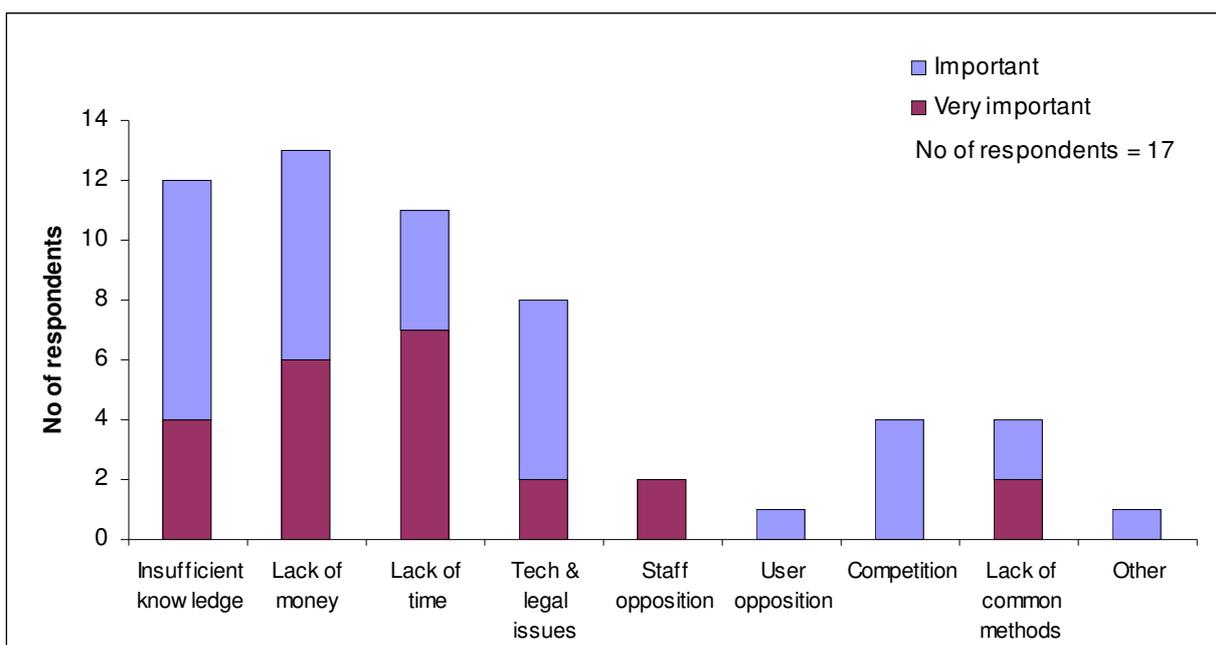
Interestingly, unlike HE and FE sectors, increased knowledge of other libraries was not considered to be a particularly important benefit of joint access agreements.

Three respondents specified *other* benefits, which they ranked as *important*. These included: -

- Shared opportunities for training/staff development opportunities (2 respondents)
- Access to catalogue information (1 respondent).

Barriers to resource sharing

Figure 8 Barriers to joint access in the public library sector



As the survey revealed in HE and FE sectors, lack of financial resources and time were ranked highly by public librarians, as Figure 8 illustrates. Interestingly, lack of knowledge of other libraries' working practices was also ranked highly by public library authorities, but was not considered to be as much of a barrier by the other sectors, particularly HE.

Only one respondent specified *other* barriers to be important, which they identified to be conflicting agendas between libraries.

Problems with resource sharing

When respondents were asked to identify any problems they had encountered with access arrangements and partnership working, the following issues were raised:-

- Perception that larger authorities, often with a larger pro rata resource fund, can end up supporting the 'smaller' partner(s) through the loan of stock
- Differing organisational management arrangements for public, HE and FE sectors
- Where payment is required, arrangements can become very complicated
- Difficulties in identifying lead organisations for partnerships
- Time consuming to manage steering groups
- Security concerns – risk to resources and staff from visiting users, especially in small libraries with few staff
- Cost issues surrounding resourcing vacation access for visiting users for FE college libraries
- Licensing agreements for academic libraries (especially those set up by publishers) often preclude them from working with local FE colleges.

It is unlikely that any of these issues individually would prohibit the formation or continuation of access arrangements, particularly in view of the associated benefits. However, all of these issues need to be taken into account when planning and setting up access agreements.

2.2 Overview

Looking at the information collected from all three sectors, a diverse and complex picture of the current access agreements in the region emerges. To make libraries more accessible for learners the situation needs to be clarified, probably by means of an access map and collections listings. These will also aid library staff involved in facilitating access arrangements and assist in identifying physical 'gaps' in the network of arrangements. Gaps could also be viewed as unresolved issues or problems with access arrangements, and barriers to users and library themselves. The survey has shown that there are a number of concerns that exercise the library community in this regard, and several studies in other regions have confirmed that there are factors impeding cross-use by learners.

To begin to clarify the current situation of access agreements in the North West, information collected by the LISU survey has been used in the feasibility study to build on a list of UK access arrangements published by SCONUL (Figure 9). On the whole, but notably in the HE sector, it would seem that the most flexible and accommodating arrangements are intra-sectoral, rather than between sectors, where barriers, be them perceived or real, seem to be greater.

The survey data only represents just over half of the FE, HE and public library authorities in the North West, so there may well be information lacking in terms of the geographical coverage of arrangements across the region. At this early stage of the research, there appear to be ‘gaps’ in the networks in the far south of the region and also around the Manchester area, in terms of public and FE libraries. In Cumbria, arrangements to allow the public/public library users to access FE and HE libraries are limited, although the new *AddLib* agreement will close this gap.

3. Feasibility Study

The purpose of the feasibility study is to investigate access arrangements and to identify their key strengths and weakness and assess their effectiveness as models for collaborative working. It has not been possible during the timescale of the project to look at all of the access arrangements in the North West, so this report presents a sample. Several examples from other regions have also been looked at, including the INSPIRE West Midlands Project. The agreements covered are:-

- Virtual Academic library in the North West (VALNOW)
- Cumbria Higher Education Institutions Library Partnership Scheme (CHELPS)
- North West Academic Libraries (NoWAL)
- Accessing Lancashire Library and Information Services (ALLIS)
- Liverpool Libraries Together: Learning Partnership (LLT:LP)
- Libraries and Learners in London (LLiL)
- Libraries Agreement In Leicestershire, Leicester And Rutland (LAILLAR)
- Information Sharing Partners in Education West Midlands (INSPIRE WM)
- WELCOME! Project in Kirklees, Huddersfield.

3.1 Methodology

Information was collected about each of these agreements via the agreement websites, promotion material and from a small number of interviews with key personnel at participating organisations. For the Libraries Together Partnership, information collected during the evaluation of the case study project (see pages 36-51) has also been incorporated, but is discussed in more depth in relation to the pilot evaluation (Ashcroft, 2004). The SCOUNL website⁶ has a useful list of current access agreements in the UK⁷. This has been abridged by LISU for the North West and adapted using findings from the survey and a review of the relevant websites. It is included overleaf (Figure 9), together with details of arrangements in other parts of the country that have been included in the feasibility study (Figure 10).

The aim of the feasibility interviews has been to evaluate how well each of the agreements are working and to identify any lessons that have been learnt, which may be useful for the INSPIRE initiative. See Figures 9 and 10 below for details of what each scheme permits.

⁶ <http://www.sconul.ac.uk>

⁷ http://www.sconul.ac.uk/use_lib/access.html

Figure 9 Formal access arrangements in the North West Region

Scheme	Members institutions/libraries	Eligible users	Eligibility details	Partnerships involved
ALLIS - Accessing Lancashire Library and Information Services http://www.allis.org.uk/	Academic (including Central Lancashire, Lancaster), health, public & FE libraries in Lancashire	Eligible users and their rights differ between institutions	Eligible users and their rights differ between institutions	HE >> PL HE >> HL PL >> HL HE >> HE HE >> FE PL >> FE FE >> HL
BLAG - Bolton Libraries Access Group http://www.bolton.ac.uk/learning/services/6form/index.htm and http://www.bolton.ac.uk/learning/services/bpl/index.htm	Bolton Institute , Bolton Public Libraries, Bolton Sixth Form College	All members of member libraries	Access to collections and some borrowing for FE students	HE > FE HE > PL
CALIM - Consortium of Academic Libraries in Manchester http://www.calim.ac.uk/about/access.htm	Manchester, UMIST, Manchester Metropolitan, Salford. Associate member: Royal Northern College of Music	All students and academic and academic related staff, with some restrictions at Manchester Business School and RNCM	Borrowing for staff and PG students. Reference access for all others, with some restrictions at Manchester Business School and RNCM	HE >> HE
Bury Passport to Learning Scheme http://www.bury.gov.uk/Bury/CouncilServices/Leisure/Libraries/Learners/librariesadult_learners.asp	Holy Cross College, Bury College, Manchester Bolton & Bury IAG, Bury Public libraries	Any registered learner over 16 may use the facilities of participating libraries (Manchester by special request)	Reference access at certain times Use of IT	FE >> FE FE >> HE HE >> PL PL >> PL
CHELPS - Cumbria Higher Education Institutions Library Partnership Scheme http://www.cumbria.ac.uk/chelps.php	Cumbria Institute of the Arts, St. Martin's College Carlisle and Ambleside campuses, Central Lancashire Newton Rigg campus, Northumbria Carlisle Campus , Cumbrian FE colleges	Members of the libraries	Access and limited borrowing (4 items from selected stock)	HE >> FE HE >> HE

Scheme	Members institutions/libraries	Eligible users	Eligibility details	Partnerships involved
<p>Libraries Together: Liverpool Learning Partnership</p> <p>www.liv.ac.uk/Library/lgroup/lg.html</p> <p>www.merseylibraries.org</p>	<p>Liverpool, Liverpool JMU, Liverpool Hope, Liverpool Institute of the Performing Arts and Liverpool Libraries and Information Services</p>	<p>Members of the libraries</p>	<p>Access to collections plus some borrowing</p>	<p>HE >> PL HE >> HE</p>
<p>St Helen's Partnership Agreement (Recently established)</p>	<p>Majority of libraries in St Helens (public and academic)</p>	<p>Members of the libraries</p>	<p>Reference only access</p>	<p>HE >> PL</p>
<p>ALLCU Association of Land based Librarians in Colleges and Universities</p> <p>http://www.allcu.org.uk/</p>	<p>Myerscough College in the NW</p>	<p>Domiciled students may access their local agricultural/land based college library during vacations if they are studying at another one during term time</p>	<p>Access depends on time of year and level of demand on any particular item by own students</p>	<p>HE >> FE</p>
<p>AddLib (Recently established)</p>	<p>The vast majority of libraries in Cumbria, including all public, health and HE libraries and all but two FE libraries.</p>	<p>Any member of the member libraries</p>	<p>Reference only access</p>	<p>HE >> PL HE >> HL PL >> HL HE >> HE HE >> FE FE >> HL FE >> PL FE >> FE</p>
<p>VALNOW Virtual academic library in the North West,</p> <p>http://www.uclan.ac.uk/library/valnow/</p>	<p>Central Lancashire Burnley College Carlisle College Furness College Hugh Baird College Kendal College Lakes College West Cumbria Lancaster & Morecambe College Myerscough College Preston College Runshaw College Wigan and Leigh College Associate member: Manchester Library and Information Services</p>	<p>Students on Higher Education courses at participating institutions</p>	<p>Searching of UCL Library's catalogue and, subject to certain restrictions, requesting of books and obtain photocopies of journal articles from the UCL holdings. UCL Library's Information Officers provide a service for difficult enquiries. VALNOW users also have access to a range of on-line databases and e-journals</p>	<p>HE > FE</p>

Scheme	Members institutions/libraries	Eligible users	Eligibility details	Partnerships involved
NoWAL North West Academic Libraries Group http://www.nowal.ac.uk	Libraries of all 15 HEIs in the NW	Staff and students of member HEIs	Reciprocal reference access to printed resources for all staff and students. Restricted borrowing rights to registered taught postgraduate users. Staff and research PGs may obtain borrowing rights via Sconul Research Extra	HE >< HE

Figure 10 Selected access arrangements from other regions

Scheme	Members institutions/libraries	Eligible users	Eligibility details	Partnerships involved
LLiL (Libraries and Learners in London) http://www.llda.org.uk/cms/contentpage/llil http://www.londonlibraries.org.uk/servlets/llil/home	Public libraries, M25 scheme libraries, British Library and a number of special libraries	Anyone with a London borough public library card and membership of London's public libraries may be referred	Reference access to the academic and specialist libraries. Some libraries have external borrowers scheme, giving limited loan privileges for a charge.	PL > SL PL > HE HE >< SL
LAILLAR Access Scheme – Libraries Agreement in Leicestershire, Leicester and Rutland	De Montfort , Leicester City Libraries, Leicestershire Libraries and Information Service, Loughborough , Rutland County Libraries, Leicester	Members of the public libraries use of libraries at De Montfort Loughborough and Leicester Universities	Reference for £20 per year for all Leicester and DM University Libraries. Free access at Loughborough External borrowing scheme at some libs on payment of fee.	PL > HE

<p>WELCOME!</p>	<p>Huddersfield, Kirklees Public Libraries, Huddersfield Technical College, Dewsbury College, Greenhead College, New College Calderdale & Huddersfield NHS Trust, Calderdale & Kirklees Careers Service</p>	<p>Any adult learner, according to the following guidelines: Public libraries and Careers Service open to all. Huddersfield, Technical College and Dewsbury College require ID, and other libraries may be visited by appointment</p>	<p>Reference access to member libraries</p>	<p>PL >< HE PL >< FE PL >< HL FE >< HE FE >< HL HE >< HL</p>
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Notes: HE=Higher Education Library, FE=Further Education Library, PL=Public Library, HL=Health Library and SL= Special Library. Libraries shown in bold are members of UK Libraries Plus.

Adapted and updated from SCONUL website http://www.sconul.ac.uk/use_lib/access.html (Accessed 30/10/03)
(Originally by Adam Edwards, adapted by Helen Greenwood)

3.2 Selected schemes in the North West

VALNOW (Virtual Academic Library in the North West)

VALNOW has been established for eight years and has recently undergone restructuring to make the arrangement more integrated into the library service. Unlike many other access agreements, VALNOW permits borrowing, which has proved to be very popular, with the highest uptake of all the services available. Records show that 15–20% of the potential students are borrowing material under the scheme and most of these are frequent users. Use of electronic resources has also proved popular. (This is permitted because students of the 11 partner colleges are classed as students of the University of Central Lancashire). User feedback on the scheme has been very positive.

Until recently, a dedicated VALNOW team dealt with the scheme, but this service has now been integrated into the overall library service, and training is planned for staff. Marketing is an important part of the scheme and includes a website, brochures, visits from FE colleges, induction session and road shows. Publicity is targeted at non-users. The administration of the scheme is straightforward and appears to work well. Users are required to register and there are forms available on the Internet. The key to the success of the scheme has been identified as the provision of funding and a dedicated service for the scheme.

CHELPS (Cumbria Higher Education Institutions Library and Partnership Scheme)

CHELPS is now in its third year and is modelled on UK Libraries Plus. To date, uptake of the scheme has been low at all of the member libraries, but user feedback has been enthusiastic. Infrequency of use many mean that procedures are forgotten by staff, especially as there is no co-ordinated training at present. CHELPS permits borrowing of books and this seems to work well and without problems. In terms of the operation of the scheme, it was reported that the administration is somewhat convoluted, especially as there are several different schemes in operation, which can be confusing for library staff and users. The scheme depends on each institution managing its own role, and there is no co-ordinated approach or central funding. Meetings between partners are currently infrequent and the scheme could benefit from a more co-ordinated approach, including marketing. Informal feedback from users suggests that learners view the scheme with enthusiasm and find it useful, but feel that it should be actively promoted. There is a CHELPS website and leaflets and posters, but it is felt that this is an area for future development, which could possibly be combined with the INSPIRE initiative.

NoWAL (North West Academic Libraries)

NoWAL is now in its third year, and expanded last year to include all Higher Education Institutions in the North West. NoWAL adopted the CALIM model of academic libraries in Manchester. There is a passport scheme for borrowing (by staff and taught post graduates), which has not encountered any problems, but is still in its infancy. NoWAL benefits from having a secretariat and dedicated funding (from member subscriptions), and this co-ordinated approach has enabled consortial purchasing. There are several sub-groups within NoWAL, including Operations and Staff Development. Efforts have been made to keep the administration of the scheme as simple as possible, and this seems to work well. The scheme is promoted via a website, a leaflet (which is to be reviewed), and during induction sessions at home libraries. There is also a training booklet for staff, and training sessions are open to non-members of NoWAL. It has not been possible to record the level of usage of the scheme centrally, although this may be known at individual libraries. There seems to have been a steady number of visiting users, but not large enough numbers to have had a marked effect on the library services. There is

currently no formal evaluation of user and staff views of the scheme, but this area is likely to be looked at in the near future.

ALLIS (Accessing Lancashire Library and Information Services)

ALLIS is also in its third year, and offers access to a range of libraries via the Access For All scheme. The scheme is unusual in including a separate staff access scheme (which permits borrowing), in addition to the referral scheme for users. As with other access schemes, uptake to date has been fairly low, although high numbers of visiting users were not expected. There are currently no collated records of referrals and registrations of learners. Feedback has been positive, but there are no formal evaluation collection procedures in place. AGMs and annual performance reviews have, however, proved useful in taking stock of developments and promoting the scheme. ALLIS is also promoted via its website, a leaflet for users, a staff guide and through combined staff development activities. The scheme has an access card (registration is required for each library) and this appears to be working smoothly, although efforts have been made to keep paperwork to a minimum. Special collections and access rights at each of the member libraries have been mapped to guide staff and users to appropriate resources.

There is no designated budget for ALLIS, although a working fund is planned, comprising subscriptions from each of the member library services. It is envisaged that this will help in the management and administration of the scheme. There are various subgroups, including Staff Development, Collection Management, and Access for All and it is felt that this approach is useful in raising awareness and spreading workload.

However, some difficulties have been encountered in engaging staff with the initiative, and much of the work seems to fall to the same few people. The issue of local variations in policy between libraries was also raised as a potential difficulty. Various efforts have been made to engage staff in the scheme. The staff development group is very active and has a regular newsletter, which is well received. Staff have benefited from visits to other member libraries, shadowing and an annual ALLIS conference. Staff have also recently been involved in a competition to redesign the website. It was highlighted that many staff find it difficult to take on additional tasks, but if they are made more aware of the point of the scheme, they will be more inclined to make time. However, there is currently no formal evaluation of how staff feel about ALLIS. Similarly, there is also no collection of user feedback at present, but evaluation of the scheme is a priority for the coming year. In terms of future expansion, ALLIS would like to involve more libraries, particularly FE, NHS and school libraries.

Libraries Together: Liverpool Learning Partnership

LT: LLP is a long established partnership, which more recently introduced merseysidelibraries.org online catalogue. The take-up of services is not monitored across the scheme, but there are anecdotal examples of people using the scheme and finding it very beneficial. The scheme seems to appeal to certain groups, particularly more mature students, people on certain courses and those who live locally. There is no formal collection of feedback across the scheme, but both user and staff feedback have been very positive. Promotion of the scheme is via a range of publicity material, websites and during library inductions. There is a comprehensive leaflet detailing access rights to each of the member libraries and special collections. Efforts are being made to raise the profile of the scheme visually, by, for example, placing a plaque about the access available at the front of each of the member libraries.

Access to the member libraries is via a membership card of any of the member libraries. The project steering group have discussed the possibility of introducing a passport card, but it is felt that this could have the undesired aim of restricting access, and the current approach seems to be working smoothly. The consultant's report on the Liverpool project gives some useful feedback from learners about passport cards, and the publicity leaflets (Ashcroft, 2004).

LT has a staff development group, which meets regularly. Staff shadowing and visits have taken place between member libraries, and these have proved to be very worthwhile and informative. There are no dedicated resources for the overall management of the scheme and it is proving difficult to take things forward without secretariat funding (although the development of merseysidelibraries.org was funded by the British Library). Development of the scheme is assisted by an annual conference, which is beneficial in bringing people together.

3.3 Selected schemes in other regions

Libraries and learners in London (LLiL)

LLiL has been running since June 2002 and in many respects, is leading the way in terms of access agreements in the library sector. Unlike many other agreements, evaluation of the scheme has been built in from the start. The scheme is promoted via leaflets and an interactive website, which is central to LLiL, and includes resource discovery tools. However, take-up has been poor to date and capturing who is using the scheme has proved to be a major issue.

In terms of the evaluation of the scheme, information on the range of take-up and impact of scheme on individual institutions was required. Attempts have been made to count referrals, although it has been found that intervention monitoring may discourage users and is unpopular with staff, who dislike the paperwork involved. LLiL has found that monitoring interest in the scheme via the website is more effective and simple. Initial concerns that libraries may be flooded with visiting users and that academic libraries may have little to gain from the scheme have proved to be unfounded. It is worth noting that the LLiL only permits one visit to the relevant library. This seems to work well, and also gives the reassurance that the scheme could not spiral out of control.

Usability testing of the LLiL website and a study into the effectiveness of the name of the scheme have been undertaken. This research has contributed to improvements to the website. Interestingly, it has also emerged that the term 'learner' can be interpreted as somewhat exclusive by some library users, and it has been found to be very important to ensure that users feel that the scheme is intended for them.

The views of staff have been taken into consideration. For example, public libraries found the paperwork included in the agreement to be too onerous. The key to the success of the initiative has been identified as the buy-in of frontline staff, and it is clearly important to keep staff informed of the developments and benefits of the agreement.

LAILLAR (Libraries Agreement in Leicestershire and Rutland)

LAILLAR was founded in 2000 and the agreement began in 2002. It was reported that the scheme is rather convoluted because of the conditions of each of the member libraries. Uptake of joint services has been fairly low, but those people who have used the scheme have given positive feedback. The scheme appears to work well in as far as it goes but there is no dedicated funding, and each institution has limited time to devote to developing and marketing the scheme.

There is no passport card for the scheme as some of the member libraries have access control systems. Loughborough University has recently acted independently of the scheme by introducing free reference access. The scheme is only promoted through public libraries by leaflets. There is also a website, although this is not centrally maintained and is currently out of date. Referrals are a key part of promotion of the scheme, and public libraries are asked to count the number of times they tell users about the scheme. From a management perspective the scheme has demonstrated that the development of agreements between institutions can be a slow process, especially if there is no earmarked funding, but it is worth persevering. It was highlighted that there can be a staff perception that access arrangements will bring them more work and more users than the library can cope with, but this has not proved to be the case at all. Staff have also asked what HE libraries gain from the agreement. However, HE library staff have benefited from visits to the other member libraries, in terms of raised awareness of other libraries' working practices and specialisms. The interviewee felt that the national schemes, such as SCOUNL Research Extra are the most successful, perhaps because they are centrally coordinated and have a higher profile, meaning that both users and staff are more familiar with what the schemes entail.

INSPIRE West Midlands

Unlike the NW project, the West Midlands Project has not been based around displaced learners, but existing clients of the libraries involved. The focus has not so much been on the impact on learners (as in the NW), but on the effectiveness of the mechanisms of the scheme, such as referral procedures and staff training. The timescale has been very short, so the findings are still in the preliminary stages. During the project, a procedures manual and training materials have been produced and delivered during the pilot.

Interviews have been carried out with a small number of library staff, which has provided some useful evidence of staff views on training and the procedures put into place, especially as it has been too early to conduct interviews of this nature in the North West. All staff gave positive feedback about the project and found the training and procedures manual to be useful, although the latter was thought to be rather lengthy. The project has also help to raise staff awareness of the resources of each library. Library visits have proved to be extremely useful.

A leaflet was produced for INSPIRE and this was also found to be useful. However, it was suggested that the leaflet could be simpler, and it would be beneficial to allow for local information, possibly by having a template that each library can adapt if necessary. A national logo is being developed which will boost publicity.

WELCOME!

The WELCOME! Partnership in Kirklees began as a year long project in 2003. It is felt that the project has brought benefits for all involved. Learners have easier access to resources, and libraries benefit from new clients and staff development opportunities. However, the partnership has had to take into account the different requirements of each library. A multi-tier system has been adopted, where some libraries, such as the public libraries are freely accessible, but other libraries require appointments to be made, or proof of ID. Staff support has been identified as essential to the project, and much has been done to encourage this, including interlibrary staff visits and a reading group, a WELCOME! Newsletter, and the collation of information about each library and its collections. Surveying of public library users revealed that many did not know that they could use other libraries, but were keen to do so. Tours for the public to the university library proved very popular. Educational materials in the public library have been

reviewed, to ensure that they are available and up to date. An access map has been recently been produced, and it will be interesting to see how this is received.

This preliminary study of selected agreements has confirmed that there is a great deal of collaborative work already taking place between libraries in the North West and across the UK, on which INSPIRE could build. The key points emerging from the feasibility study are summarised in relation to the Development Plan (pages 52-61), in terms of what lessons INSPIRE could learn from these initiatives.

4. Evaluation of case study projects

There are two case studies in the region, Libraries Together: Liverpool Learning Partnership (LT:LLP) and AddLib in Cumbria.

4.1 Overview of the projects

Cumbria

The new AddLib access agreement has been established, and is in its very early stages. A number of sessions have taken place with groups of learners from the Eden Foyer Scheme in Penrith and SureStart group in Carlisle. These have included visits to a range of libraries, and discussions/focus groups about their use of libraries and how they view being able to use different libraries. A further session has been undertaken with a small group of OU students. In total, 11 learners have been involved in the project in Cumbria.

Liverpool

The Liverpool pilot has looked at the existing arrangement – Libraries Together: Liverpool Learning Partnership, and has involved working with existing Liverpool students, OU students and asylum seekers and refugee groups, comprising SureStart mothers (mainly Chinese), the Congolese Liverpool Organisation and an ESOL group (mainly African origin). One-off sessions or focus groups have been held with each of these groups, to explore views on the scheme, and how it can be improved to meet the needs of learners. In total, 38 learners people were involved in the study.

The objectives of each of the case study projects are detailed in Figures 11 and 12. The projects have been evaluated to assess the extent to which these objectives have been met. The key findings are discussed in relation to the development plan (pages 52-61).

4.2 Methodology

An evaluation plan (Appendix C), detailing responsibilities of the project team was drawn up by LISU. This incorporates the Generic Learning Outcomes⁸ developed by the Research Centre for Museums and Galleries (RCMG) for the Museums, Libraries and Archives Council (MLA) In brief, these are: –

- Increase in knowledge and understanding

Learning new facts or information, or using prior knowledge in new ways. Coming to a deeper understanding. Knowing 'what' or knowing 'about'.

- Increase in skills: intellectual, practical, professional

Being able to do new things. Knowing 'how'. Skills are described in many different ways, and include intellectual, social, emotional and physical skills.

- Change in attitudes or values

Change in feelings, perceptions, or opinions about ourselves, other people and things, and the wider world. Being able to reasons for actions and personal viewpoints. Increase in empathy, capacity for tolerance, or lack of these. Increased motivation.

⁸ See Inspiring Learning for All <http://www.inspiringlearningforall.gov.uk>

- Evidence of enjoyment, inspiration and creativity

Evidence of having fun, or being surprised while using a library, archive or museum. Evidence of innovative thoughts, actions or things. Evidence of exploration, experimentation and making.

- Evidence of activity, modification of behaviour, progression

These may be observed, remembered or intended. This includes what people do, did or intend to do. Evidence of change in the way people balance and manage their lives, including their work, study or family contexts.

LISU's role in the evaluation of the projects has been to work with the two project consultants to ensure that suitable evaluation evidence has been collected to assess the extent to which the project objectives have been met. The detailed evaluation of the work with the two pilot groups was carried out using a range of tools, developed through consultation between the project co-ordinators, consultants and LISU. In terms of the Cumbria project, the evaluation involved:-

- Learner questionnaires at the beginning of the project
- Learner questionnaires at the end of the project
- Informal group discussions
- Focus groups, involving guided discussions, scenarios and sentence completion exercises.
- Follow-up questionnaires with learners
- Informal interviews with library staff
- Informal discussions with partner organisations
- Review questionnaires at the end of the project with project consultants and the co-ordinator.

In Liverpool, focus groups and review questionnaires were used.

The evaluation tools were tailored to each of the groups. Appendix D includes the evaluation methods used by LISU, and the consultants' reports⁹ detail the methodology adopted by the two consultants. This report summarises these findings and brings in the views of the project co-ordinators, consultants and partner organisations, which were collected by means of review questionnaires and informal interviews (See Appendix D).

4.3 Project evaluation

Figures 11 and 12 illustrate the aims of each of the pilot projects. These are examined in turn, in relation to the evidence collected, to assess the extent to which they have been met. A further section draws out examples of Generic Learning Outcomes (Figures 13 and 14).

⁹ See Ashcroft, 2004 and Mason, 2004.

Figure 11 Evidence of meeting project objectives - Cumbria

Objective	How has this been achieved? Eden Foyer/SureStart	How has this been achieved? OU Group	Evidence that objectives have been met
To create a joint access agreement to serve providers, which is designed to benefit the learner	<p>Cumbria SG have established Addlib and are working towards marketing materials – website and leaflet. AddLib will be officially launched in Adult Learner’s week.</p> <p>Intensive work with 2 groups of learners to promote the joint access agreement.</p> <p>Partner interviews to gather views of agreements.</p>	Cumbria SG have established Addlib and are working towards marketing materials.	<p>Focus groups & questionnaires have ascertained that learners have benefited. All learners learnt about resources available to them and how to access at least one library. 8 learners acquired new skills to use library catalogues, and a further 8 said they had visited places that they wouldn’t have otherwise gone to . 2 learners expressed feelings of greater confidence. 3 learners had changed their views about progression to HE and FE, and are now considering this.</p> <p>Informal interviews with partners and library staff show that they see the agreement in a positive light (see p. 48-51). Links have been forged with EF and SS groups, and future partnership work is planned.</p>
To work with up to 3 groups of learners to assess their resource requirements for their studies	Intensive work with the groups, focussing on learners’ needs and barriers to their use of libraries for learning, by means of group discussions and questionnaires	Meeting with the group to discuss learner’s needs and reasons why they don’t use libraries	<p>A picture of the requirements of learners involved in the study is presented in the consultant’s report (Mason, 2004).</p> <p>Clear barriers have been identified. Library ambience is important. Learners are deterred by feelings that they don’t belong and that libraries are uninviting</p> <p>Lack of borrowing rights was important to EF group, and lack of childcare to SS groups.</p>
To establish how the joint services of the libraries in Addlib can be developed to meet these needs	<p>Collection of suggestions from learners at focus groups.</p> <p>Informal interviews with library staff to gather suggestions/focus on barriers.</p> <p>Anecdotal evidence from partners and co-ordinators.</p>	<p>Using suggestions from learners collected at focus group</p> <p>Informal interviews with library staff</p> <p>Anecdotal evidence from partners and co-ordinators.</p>	<p>Suggestions/requirements have been collated (See Mason report). SG are considering these ideas in relation to Addlib.</p> <p>LISU have produced Dev. Plan (Section 5) incorporating these suggestions.</p>

<p>To develop initiatives to facilitate access to joint services</p>	<p>Intensive work with groups. Visits to libraries.</p> <p>Marketing – SG have produced promotion material. Member of Eden Foyer group has assisted in marketing the agreement.</p>	<p>Focus group & working with learners.</p> <p>Marketing – SG have produced promotion material</p>	<p>For the groups:</p> <p>Focus groups have demonstrated that all learners are more aware of services available as a result of their involvement in project and have experienced access at least one library.</p> <p>Six learners have expressed a desire to be involved in future developments of the project.</p> <p>For Addlib as a whole:</p> <p>Marketing material has been produced. A passport card is being considered.</p>
<p>To test the existing services and develop new joint services with a group of learners</p>	<p>Group visits to all the different types of library in Cumbria, and collection learners' views about these experiences.</p>	<p>Learners were asked about their views of the libraries they use.</p>	<p>Focus groups and learner questionnaires have demonstrated positive attitudes of learners to the new services. They have also yielded lots of suggestions about how the services available could be improved and marketed.</p>
<p>To evaluate the project by assessing the impact on learners (GLOs), in order to make recommendations for the roll-out of INSPIRE.</p>	<p>See figure 13.</p>	<p>See figure 13.</p>	<p>Evidence collected by consultant has been used to measure impact on learners. See figure 13.</p>

Figure 12 Evidence of meeting project objectives - Liverpool

Objective	How?		Evidence that objectives have been met
	Students/OU group	Refugees & asylum seekers	
To assess the learning resource requirements of different groups of learners in the Liverpool area	Focus groups have been held with learners to discuss their needs & barriers to using libraries.	Focus group/questionnaires held to discuss needs & barriers.	Ashcroft (2004) reports in detail on the needs of the study groups. The needs vary between groups.
To investigate the existing joint access agreement in the context of learning provision and benefit to learners	Focus groups have considered the current arrangements, in terms of strengths and weaknesses, and benefits and barriers to learners. Agreement has been reviewed during the feasibility study and in the consultant's report.	Focus group will discuss the agreement in terms of whether it could be useful to learners and usable. Agreement has been reviewed during the feasibility study and in the consultant's report.	Strengths and weaknesses of the partnership for learners have emerged. Areas for the development of the agreement have been identified. Benefits, as identified by the first two groups. These findings are to be discussed by the SG.
To make recommendations regarding the development of the services to meet the needs of learners	As above. Suggestions from learners have been collected at focus groups.	Using suggestions from learners collected at focus groups.	Suggestions have been collated by Linda Ashcroft and summarised in the Development Plan as recommendations for the roll-out of INSPIRE. These findings are to be discussed by the SG in relation to the development of LT: LLP.
To make recommendations regarding initiatives which will facilitate access to the joint services	Recommendations will be derived from suggestions from learners collected at focus groups. Questionnaires will take into account opinions raised by project co-ordinator and consultant.	Recommendations will be derived from suggestions from learners collected at focus groups. Questionnaires will take into account opinions raised by project co-ordinator and consultant.	Suggestions have been collated in the consultant's report & built into the Development Plan as recommendations. Views of the co-ordinator and consultant have also been included. None of the learners were aware of the partnership and it was felt that the scheme needs to be promoted more widely. Suggestions raised included: Corporate ID/branding, passport card or logos on other membership cards, improvements to leaflet and promotion via course tutors and at library inductions. These findings are to be discussed by the SG in relation to the development of LT:LLP.

Objective	How? Students/OU group	How? Refugees & asylum seekers	Evidence that objectives have been met
To develop initiatives to facilitate access to joint services through work with a group of learners	One-off focus group meeting – awareness raising, collection of ideas about promoting the arrangement.	Initial focus groups have been held which have raised awareness (see figure 13)	<p>Consultant has held sessions with each of these groups. FGs have demonstrated that learners are more aware of services available as a result of their involvement in project.</p> <p>Suggestions for promoting the scheme (to be considered by the SG) will help to facilitate access.</p> <p>Longer term work is planned with asylum seeker and refugees groups, cf. Cumbria pilot.</p>
To develop and evaluate the pilot with ref to the GLOs	See figure 13.	See figure 13.	Evidence collected by consultant has been used to measure impact on learners. See figure 13.

4.3.1 Overview

The consultants have worked hard to ensure that the project objectives have largely been met, as Figures 11 and 12 demonstrate. Time has been very short, but a great deal has been achieved. Comparison of these tables with the evaluation plan (Appendix C), highlights areas where more time would be required to achieve objectives fully. This particularly applies to promotion of AddLib in Cumbria.

In Cumbria, the underpinning aim, to establish AddLib has been achieved, and work is now underway to develop the scheme, with marketing and staff training. Intensive sessions have enabled the effective collection of information about the needs of the learners involved and the collection of suggestions to meet these needs. The groups have also held lengthy discussions of initiatives to promote AddLib and these have fed into the marketing plans. Section 4.4 details the positive impact the project has had on learners in Cumbria.

In Liverpool, the existing agreement has successfully been investigated with the groups of learners and various suggestions have been made to facilitate access to services. It proved more difficult to gather learners' views on how to develop the agreement for the benefit of learners, as no one had used the access scheme. Many of the learners did, however, express the need for access to IT resources. The group sessions have now made the participants more aware of the facilities available to them and several said that they now intend to use wider library resources. In terms of sustainability, future work is planned with asylum seekers and refugees, and this will further promote LT:LLP.

4.4 Evaluation of the impact of the case studies on learning

The following table demonstrates the learning outcomes of the pilot work, against the original project plan, as supplied by MLA North West. The findings are extremely pleasing and exceed initial expectations of what could be achieved in such a short timescale. This said, more evidence of outcomes will inevitably be borne out over time, and it would be useful to continue to evaluate the outcomes of the project in the longer term. Follow-up surveys could, for example, see whether learners have fulfilled their intentions to visit other libraries of their own accord. Furthermore, continued work with the community groups in Liverpool, will undoubtedly yield rewards in the future. The tools used in the evaluation of the Cumbria project, could be tailored to evaluate the impact on learners of this continuing work.

It has been challenging to achieve the objective to explore the impact of joint access agreements on learners (to inform future development of INSPIRE) with the Liverpool groups, as learners were not aware of the access agreement before the project, and they did not actually use the scheme during the project, unlike the groups in Cumbria. Likewise, it has not been possible during the timescale of the project to gather comprehensive evidence of the learning outcomes for library staff, as training is yet to be implemented. However, there have been positive outcomes for staff directly involved in the pilot projects (See Figure 14).

Figure 13 Learning outcomes for learners (these apply to the Cumbria pilot, except where stated)

Key to table abbreviations:

AS	Asylum seekers (Liverpool)	EF	Eden Foyer Group (Cumbria)
FG	Focus group	Liv	Liverpool
OU	Open University	Qu	Questionnaire
SG	Steering Group	SS	SureStart Group (Cumbria)

Nb. For the Liverpool project, the evidence comes from focus group sessions held with each of the groups (unless stated otherwise).

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):				
	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression
A. To increase research skills of post-16 learners not in formal education.	<p>Group sessions have meant that all learners have received guidance in how to access at least 1 library. End Qu. found that all of the EF and SS pilot groups had learnt something new from their visit(s). The consultant reported that 1 learner said the visits had helped her with her NVQ.</p> <p>FGs revealed that 4 learners have learnt new info to assist them in their studies.</p> <p>Liv students & OU – FGs made all aware of the wider resources available. Some have more understanding of range of services.</p> <p>Refugees & AS – learnt they may use other libraries during FG, and now know what is (and isn't) available to them.</p>	<p>All learners were shown how to use library resources during visits, and half of the participants said that they had found information relevant to their studies (See B).</p> <p>Consultant reported that group visits have meant that 8 learners have acquired new skills to use catalogues.</p> <p>In end Qu, 1 person said they have learnt to use the internet.</p> <p>Analysis skills developed in discussion of barriers and benefits during FG and Qu.</p> <p>Liv OU – said they are more able to find materials having attended FG.</p> <p>Liv students & OU said they would use the internet catalogue.</p>	<p>During the FGs, 5 learners expressed a greater interest in libraries and their facilities as a result of project.</p> <p>2 learners expressed increased confidence in their own abilities in the end Qu.</p> <p>FGs revealed that 5 out of 8 learners had changed their view of libraries as a result of the project.</p>	<p>During FGs, all learners expressed creative ideas about making libraries more welcoming, and 8 gave feedback about promotion and info materials.</p>	<p>Consultant reported that 2 learners have visited libraries of their own accord for their studies. In the FG, 4 learners said that they get information for their course from their public library (c.f. no one said they got info from public library in start questionnaire.)</p> <p>FGs revealed that 4 learners will now use libraries for different purposes, such as for their own use, instead of their children., and 1 learner has already done so. From FGs, consultant found that 7 learners now intend to use public libraries for studies.</p> <p>Liv students with the need said they will try to use internet catalogues.</p> <p>Refugee and AS group – 1 person will now ask for English language learning tapes.</p>

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):				
	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression
<p>B. Increased access to HE, FE and public library resources for learners</p>	<p>During group sessions all learners have visited at least one new library, and in the end Qu. say that they have learnt something new from their visit(s).</p> <p>Visits have increased awareness of libraries, as start Qu. showed that no one knew that they could use (or had used) other libraries before the project. Consultant reported that learners now know more about where libraries are, and that they are allowed to use them. She also reported that 8 learners are now aware of the location of at least 1 academic library. Before and after Qu answers confirm that learners have progressed during the project in terms of their knowledge of libraries and resources available to them.</p> <p>Refugees & AS – Learnt during FGs that libraries supply wider resources than just books.</p>	<p>During visits to libraries, consultant reported that all learners were able to locate resources through the information systems (e.g. internet, catalogue etc). 4 learners found information for their studies and 8 found out about location of and courses at, at least one FE or HE institution.</p>	<p>In end Qu. 2 learners expressed increased confidence in own abilities and 5 learners expressed greater interest in/new attitude to libraries as a result of project. 1 learner said they had changed their mind about further education.</p> <p>Liv students & OU - almost all said they would be more likely to use other libraries, and some will think about how they do things.</p> <p>Refugees & AS – 1 learner now felt that there may be more in libraries than they thought.</p> <p>Refugee & AS group- some learners said they now intend to visit other libraries. 1 learner now feels that she can take her children into the library.</p>	<p>Lateral thinking was evident in the FG discussions about marketing and improvements that could be made to make libraries more accessible and welcoming.</p> <p>Qu's & consultant's feedback confirms that all learners have enjoyed being involved in the project, and consultant observed that EF group particularly enjoyed giving feedback about the visits and discussing marketing materials.</p>	<p>Increased motivation to use library resources has been demonstrated:</p> <p>In end Qu., 5 learners said they intend to use other libraries now that they know they can. 1 said they would think about it.</p> <p>In the FG, 2 SS learners said they would use academic libraries in the future.</p> <p>Consultant reported that 2 learners have visited libraries of own accord for their studies (c.f. no one used libraries for their studies in start Qu.). 8 learners visited places that they wouldn't have before.</p> <p>Liv. students – at least 3 will now use wider resources.</p> <p>Refugee & AS group – 1 person will look for LT leaflets and take them to their ESOL class to raise awareness.</p>

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):				
	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression
C. To explore the impact of joint access agreements on learners (to inform future development of INSPIRE)	See above. Refugee & AS group – 1 person said the focus group had made them more aware of the needs of others.	See above.	See above.	All learners expressed positive views about the project during group sessions. In the end Qu., 1 learner referred to the project as <i>'by far one of the most enjoyable courses I've ever done'</i> . In review Qu., Consultant reported that 6 learners have been motivated to be involved in future developments of the project, eg through Parent's Advisory Group for SureStart. Refugee & AS group – several learners said that they had enjoyed the FG discussion.	In the end Qu., of the EF and SS learners, 5 said that they had benefited from using other libraries during the project, of which 2 said they had benefited a lot. Of the remaining 3 learners from these groups, two felt that they had not benefited much, and 1 felt they had not benefited at all, although 2 went on to say that they did not need to use other libraries.
D. To encourage the progression of learners to HE/FE	Visits have increased awareness of HE/E libraries, as start Qu. showed that no one knew that they could use (or had used) these libraries before the project. Consultant reported that learners are more aware of where they are, and that they are allowed to use them. This is confirmed by end Qu. Through visits, consultant reported that 8 learners found out about location of and courses at, at least one FE or HE institution.	Learners (EF & SS) have used HE library resources for the first time during group visits.	FGs revealed that 3 learners are now considering progressing to further education. This exceeds the target of 20% of pilot group communicating increase in confidence/interest in progression to HE/FE.	FGs found that 3 learners have been inspired to consider continuing into further education.	FGs found that 3 learners are considering continuing into further education. In the FG, 2 SS learners said they would use academic libraries in the future.

Figure 14 Learning outcomes for library staff and project personnel

In the evaluation plan (Appendix C), the main focus of this part of the evaluation was to look at the impact of training and awareness raising on staff. It has not been possible to do this, as staff training is yet to take place. However, some evidence has been collected informally.

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):				
	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression
A. To increase skills of staff in referring learners to appropriate resources	<p>Not in timescale of project.</p> <p>However, all staff that Cumbria consultant spoke to were well informed about the resources available to external users.</p>				
B. To develop and enhance joint access agreements across the NW that will benefit learners	<p>Collection of feedback from project consultants (Qu.), co-ordinator (interview) & partners indicates that they now have more understanding of the needs of learners. This knowledge has been filtered to the SGs through the project reports, and can feed into the enhancement of the schemes, with learners in mind.</p> <p>During informal telephone interviews, partners (EFand SS) said they have learnt about the resources available to learners.</p> <p>In their Qu. / interview responses, Cumbria consultant and project co-ordinator both claim to have gained a greater understanding of libraries.</p>	<p>Practical lessons have been learnt from the NW and WM pilots, which have begun to be shared with the library community. E.g. through the INSPIRE Conference and project Steering Groups.</p>	<p>During informal interviews, partners (EFand SS) have expressed positive feelings about services available to learners and the project as a whole.</p> <p>Consultant's informal interviews with staff library staff in Cumbria found that they are positive about opening up access to libraries.</p>		

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):				
	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression
C. To develop an appropriate regional framework which will support the full implementation of INSPIRE across the NW	Project co-ordinator said during interview that she has learnt from the experience of the case studies. The findings have been shared with project SGs, and considered in relation to the agreements. Lessons learnt should be cascaded to library staff.			In the end of project Qu., Cumbria consultant reported that she has enjoyed her work with the pilot groups.	

4.4.1 Overview

Figure 13 highlights the positive impact the pilot project has had on learners, particularly in Cumbria, where group sessions took place over a number of weeks. The library visits were new experiences for many of the learners, and it is clear from their feedback that they feel they have benefited from these visits in terms of their personal development, including acquiring skills and knowledge, broadening their horizons and enjoying the activities. Changes in the perception of libraries have been demonstrated, and many learners now feel that there is something there for them, and this is coupled with increased motivation to use libraries, and to continue studying in some cases. Focus group discussions with learners revealed that some do not feel that they need to use HE libraries, or had not felt comfortable during their visit to a HE library, which raises two important issues. For learners who could benefit from using HE libraries, the libraries need to be more welcoming and offer support to visiting users. Conversely, it should be recognised that many learners will not want or have the need to use academic libraries, but could still benefit from access to other libraries, such as those in the FE sector.

The learning outcomes for staff are more limited and largely informal, based on the experiences of the project staff. This said, Figure 14 illustrates that the project has been a learning experience for the staff involved. Forthcoming staff training will make a considerable contribution to the learning outcomes for the wider library community.

4.5 Partner organisations' views of the INSPIRE project

The partners in the Cumbria case study expressed positive feedback about the project and its impact on learners. In Carlisle, a member of SureStart staff reported that the project had fostered social links between parents and that members of the group felt valued to have their views and needs considered. She went on to emphasise that the success of the project owed much to the recognition that the individual needs of both learners and partner organisations need to be addressed. For the pilot work with SureStart, this involved the provision of childcare and the allowance for room hire within the project budget.

In terms of benefits to the local organisations, both groups were reported to have shared their experiences with other members of the organisation, and at SureStart the Parent Advisory Group have been kept informed of the project. The Eden Foyer contact also highlighted that the project has revealed a wealth of additional resources of which both staff and the young people were not aware. Looking at sustainability, both Cumbrian partner organisations would be interested in maintaining links with the INSPIRE initiative in the future, and a further session with the SureStart group is planned.

The evaluation of the Cumbria project also set out to take into account service providers' views of the access agreement, aiming to achieve positive feedback. It has not been possible during the duration of the project to directly collect staff views and training is yet to be carried out, but staff feedback via the project steering groups has been very positive.

In Liverpool, the evaluation of the project did not include this aspect, as the activities did not involve intensive work with community groups. However, Liverpool Libraries and Information Services are keen to build on the links that have been made with groups of displaced learners during the project. In doing this, they may find the Cumbria model useful.

4.6 Co-ordinator's feedback on the INSPIRE pilot project

The project co-ordinator was interviewed to explore her experience of working closely on the project and to discuss the challenges that have been encountered. It was felt that the inclusion of health libraries in the AddLib agreement was a key strength of the Cumbria project, especially since approximately one in twenty people are now employed in health-related jobs. Both projects were very user-focused and this was also considered to be a key contributor to their success.

Some of the challenges that have been encountered during the project include:

- reaching agreements with all partners
- overlap from other consortia – a feeling from some that agreements such as CHELPS have been developed on the ground in the North West, whereas INSPIRE was been devised and imposed from above
- over dependence on limited number of key staff
- engaging the Steering Group for the AddLib scheme.

The time inputs to the project have been considerable, and possibly amount to 70 days' work over the sixth month period, from the project co-ordinators and Steering Groups. The financial implications of this level of work are considerable, and may be prohibitive if funding was not available for the roll-out of INSPIRE.

A great deal has been learnt from the work with learners. In Liverpool, the views of learners are being taken onto account in redesigning the promotion leaflet, and in Cumbria marketing is underway, using ideas suggested by the learners. Staff training and a procedures manual are also planned, based on the experience in the INSPIRE pilot in the West Midlands.

The co-ordinator reported that service providers see the agreements in a positive light, although it is felt by some that there are too many agreements operating. There is a clear role for INSPIRE to streamline and simplify the conceptual access 'map' for learners.

4.7 Consultants' views on the project

Overview

The two project consultants (and additional researcher in Liverpool) have worked closely with the groups of learners and reported on the outcomes of the projects in detail (Mason, 2004; Ashcroft, 2004). A questionnaire was devised for the consultants (Appendix D), to collect valuable information about their views on the project and their experience of working directly with learners in the North West.

Both projects involved a lot of preliminary work, in terms of scoping the project, identifying groups of learners and establishing links with these groups. The Cumbria project also involved intensive work with two groups of learners over a number of weeks, whereas, in Liverpool, one-off sessions were held with each of the groups.

Evaluation of projects

Both consultants concluded that the projects had been successful in terms of meeting their objectives. However, both consultants would have liked to have a clearer brief from the funder. Some of the meeting spaces were not ideal, which hampered discussion, both of which demonstrate that project work needs careful planning.

In the Cumbria project, the co-ordinator felt that all of the learners benefited in some way. Both project reports deal comprehensively with evidence of GLOs, as does Figure 13 (pages 43-45). Wider benefits to the project include the Cumbria consultant having enjoyed working the groups and gained a greater understanding of libraries, catalogues and HEIs. In Liverpool, it was felt that the information collected would be useful to the project steering group, and that this could be cascaded to library staff.

Shortcomings and limitations in both projects have been related to time constraints and small numbers in the groups. For the Cumbria project, lack of time meant that learners were unable to work closely with library staff, in particular in the development of marketing materials. In Cumbria, an informal approach was adopted which seemed successful, although it sometimes proved difficult to keep the discussion focussed and to collect the more quantitative information. The focus groups were small in all cases and, as the Liverpool consultant highlights, results from such small samples may not be representative. No one from black and minority ethnic (BME) communities was included in the Cumbria project.

Sustainability

One of the aims of the project has been,

‘to create a seamless cross-sector pathway for learners to access learning resourced across HE, FE and public libraries in Carlisle/Penrith areas’.

Much preliminary work has already taken place, but for this aim to be met, the project must be sustainable. With this in mind, the consultants were asked if there were any plans for future joint-working stemming the project.

In Liverpool, there are plans for Liverpool Public Libraries to work with the asylum seekers and refugees groups, rather like the project work in Cumbria. In Cumbria there has been a meeting between Eden Foyer and Penrith Public library, which one learner from the pilot group attended. Three more meetings have been set up to look at partnership working, between Eden Foyer and the University of Central Lancashire, and between Carlisle SureStart and Carlisle City library and St Martin’s College.

Library staff views

The Cumbria consultant stated that all the library staff she met with expressed positive views about the AddLib agreement, although some of the smaller libraries voiced slight concern at potential increased demand for services. The Liverpool project did not involve interaction with library staff, other than the Steering Group.

Selected recommendations from the consultants for the roll-out of INSPIRE

- Public libraries have a pivotal role to play in the project. They should be encouraged to publicise access agreements widely and should attract more adult learners into their libraries in the first instance, before encouraging the use of academic libraries.
- All library staff should be well trained and have a good awareness of the resources available at partnership libraries.
- Partnerships should be developed between libraries and local community groups (which facilitate learning), as well as with the Open University.
- More focus group sessions should be conducted to gather further information from learners.

- Cater activities to the needs of the individuals involved. The example was quoted that a more formal approach would be suitable in work with Open University students, but a more casual approach would be appropriate with young offenders.

4.7 Staff views of access agreements

There has not been time during the project to conduct formal interviews with staff or to circulate questionnaires. It will be more appropriate to address this area once staff training has been implemented under the INSPIRE initiative. However, the Cumbria consultant collected staff views informally during her visits to libraries.

All of the library staff expressed positive feelings about the agreement, but some concerns were raised. All of the libraries mentioned lack of space and/or limited resources for visiting users as considerations to opening up access. In terms of pressures on resources, staffing limitations seems to be a particularly important issue. Three out of the six libraries (including the health library) interviewed said that they prefer/require external users to contact the library before visiting. In the majority of cases it was stated that staff time is very limited, which impacts on the level of assistance available. The interviewees were in general agreement that libraries must put the needs of their core users first.

One member of FE library staff felt that the agreement should state that visitors must have a clear purpose for coming into the library. They voiced concern about people coming in just to browse or read the newspaper, and felt that this is really the role of the public library. Views such as these need to be taken into account in the development of the agreement, since staff have a key role to play in the success of *AddLib*.

4.8 Follow-up questionnaire to Eden Foyer and SureStart learners in Cumbria

Once the project work had finished, a questionnaire (Appendix D) was sent out by LISU to learners, to collect retrospective views about the project and enable learners to express their views openly about the activities with the project consultant. Unfortunately, at the time of writing, no feedback had been received.

5. The future development of INSPIRE

The project consultants' reports include many suggestions for making libraries in general more accessible and appealing to learners. However, this section deals more specifically with recommendations for enabling and promoting joint access to libraries, and is based on the key findings of the survey of libraries in the North West, the feasibility study and information collected during the evaluation of case studies. It has not been possible during the length of the project to take into account the views of front-line staff, but plans for the future development of INSPIRE must take the views of this group into account. That is to say, this summary is a starting point for broad consultation with partners, staff and learners, which, as well as developing practical solutions to some of the issues raised, will help to broaden ownership of the initiative and make learners feel that it is for *them*.

The key findings of each of the strands of the project evaluation are summarised here, for the purpose of drawing out recommendations for the roll-out of INSPIRE.

5.1 Key findings of survey of libraries in the NW & Feasibility Study

There is a great deal of collaborative work between libraries in the North West, not just in the well-known regional and sub-regional partnerships, but also on a more informal, local basis. INSPIRE could benefit from formalising and building on these arrangements, in order to create a clearer 'access map' for learners and library staff.

- In terms of viewing the current situation as an 'map', there are few arrangements that cover HE, FE, public and health sectors (only ALLIS and the new AddLib, and LT: LLP – except health libraries) and even fewer between FE colleges. The situation will vary in different parts of the country, but INSPIRE has a role to play in plugging these gaps.
- There did not appear to be much co-operation with other sectors (although the survey did not explore this directly). There is immense potential for collaboration with archives and museum sectors, which INSPIRE could explore.
- Formal Service Level Agreements between libraries are limited. INSPIRE may want to review this in order to clarify roles in access agreements.
- Borrowing for 'visiting' users is limited, but case studies and interviews suggest that this is very popular with learners.
- Many respondents to the survey said that there are plans for future co-operation with HE, FE and public library sectors. INSPIRE should review the future development plans and aspirations revealed by the survey to see how these could dovetail with the INSPIRE initiative.

The survey revealed librarians' perceptions of the key barriers to developing access agreements. The findings were largely unanimous across the three sectors:

- Insufficient financial resources
- Lack of staff time
- Technical and legal issues.

The argument continually comes back to funding. If dedicated funding is available, pressures on staff resources may be eased. In addition, public libraries cited insufficient knowledge of other libraries' working practices, although this could, of course, be remedied by more joint working.

FE libraries also voiced concern about lack of space to host ‘visiting’ learners, which is likely to be a particular problem during term time. Assurance is needed that libraries participating in joint-access schemes have not been inundated with new clients. Although there are few formal records of numbers of ‘visiting’ users available, the feasibility interviews provide anecdotal evidence that take-up of open access services is low to date.

In addition to these barriers, various problems with resource sharing were identified by the survey. These are summarised below, as areas that INSPIRE needs to consider:

For FE libraries:

- Publishers’ licences can inhibit the sharing of expensive subscription resources
- Communication – difficulties in keeping in touch with colleagues on a regular basis
- Infrequent ‘visiting’ users means that staff forget the relevant procedures and this is compounded by a lack of staff training in these procedures
- Lack of first hand information about agreements
- Opposition from teaching staff who do not see the benefits of allowing members of the public to use the library
- Lack of comprehension by HEIs of the constrained economies of the FE sector
- High demands on IT resources
- Obstructive attitude of some libraries.

For HE libraries:

- Pressure of training a large number of front-line staff to administer and be aware of details of a number of different access agreements throughout long service hours
- Disciplinary procedures need to be clearly defined, especially with public libraries (they have less of a hold over users)
- Organisational politics can present a challenge – for example HE and Health Service ethos can be quite different
- Restrictions placed by some libraries make the referral process more complicated that it perhaps needs to be.

For public libraries:

- Perception that larger authorities, often with a larger pro rata resource fund, can end up supporting the smaller partner(s) through the loan of stock
- Differing organisational management arrangements for public, HE and FE sectors
- Where payment is required, arrangements can become very complicated
- Difficulties in identifying lead organisations for partnerships
- Time consuming to manage steering groups
- Security concerns – risk to resources and staff from ‘visiting’ users, especially in small libraries with few staff

- Cost issues surrounding resourcing vacation access for visiting users for FE college libraries.

Key points emerging from feasibility study interviews

Many of the access agreements in the North West are considered to be in their infancy, being in their third year or less, and several of these schemes are yet to evaluate their own progress. Similarly, LLiL took two years to get up and running. Collaboration can be a slow process, especially reaching agreements and communicating with partners, and sufficient time needs to be allowed for planning of services, training, marketing and the incorporation of evaluation procedures from the outset.

Several of the agreements investigated were based on national models, such as SCOUNL Research Extra, and one respondent voiced the opinion that national initiatives work more effectively than regional and local schemes. This may be because they tend to have a very clear remit, and are more visible to learners and library staff. INSPIRE may benefit from conducting research into the lessons that have been learnt from the national schemes.

In relation to those agreements that permit borrowing, respondents said that they had not experienced any problems, in terms of shortage of books or defaulters. It is usual practice that the home library is responsible for chasing up unreturned books and fines. The case study research indicates that borrowing is important to learners, especially as some learners may feel uncomfortable working in the library environment. The feasibility interviews and work with groups of learners highlight that use of IT is also important to learners. The Peoples Network has made IT available in public libraries, and some academic libraries have guest user networks, which permit access to 'visiting' users. However, the survey of libraries demonstrated that provision of IT for visiting users is limited, and this is an area that could be valuably developed by INSPIRE.

There was a general feeling amongst some of the interviewees that it can be difficult to maintain the momentum of promoting and reviewing access agreements, following the initial push to establish them. This is particularly the case where there is no dedicated funding and an over reliance of a small number of staff. Formal evaluation of the progress of agreements may help access arrangements to remain focused, although the feasibility study showed that the collection of feedback and other evaluation evidence is currently limited. It has been suggested that it is useful to have sub-groups responsible for different parts of the agreement, such as staff development and collection management, and this is a model that INSPIRE may benefit from emulating.

5.2 Key findings from case study evaluation regarding the development of agreements

Various barriers to using libraries, particularly FE, HE and special libraries, emerged from the intensive work with groups of learners. These are presented in detail in the Consultants' reports (Mason, 2004; Ashcroft, 2004), and are summarised here as areas that INSPIRE needs to tackle in order to break down barriers for learners.

- Most of the learners in Cumbria said they would not go into HE and FE libraries alone (at least not at first). INSPIRE would benefit from build up links with community groups. There

needs to be full consideration of the needs of learners, especially excluded groups. This includes transport, childcare and language needs.

- Lack of borrowing rights. Some learners said that they would not use academic libraries unless they could borrow books and work in their own comfortable environment.
- Lack of access to IT. This emerged from both pilot projects as a potential deterrent to using other libraries.
- Lack of knowledge, skills and confidence to use libraries. Support is essential, especially in early stages of using a new library. Most of the learners in the Cumbria project would not have felt comfortable without initial support using the catalogues.
- Library anxiety is a very real deterrent for some learners. Staff helpfulness and approachability are important, especially to the displaced learners in Cumbria.

'I asked for information and she just looked at me. I think she was quite shocked that I wanted to know'.

'If you don't look like a student you aren't anybody. When I go in there I feel like I don't belong'.

Negative experiences tend to be remembered, and if learners are to be encouraged into new libraries, their first experience must be a resoundingly positive one.

- Lack of awareness. It is noteworthy that in spite of the number of access arrangements in the North West, none of the Cumbria learners knew that they could use other libraries, or were aware of access agreements before the INSPIRE project. Similarly, despite being a long-standing agreement with a website and promotion leaflets, none of the Liverpool students had heard of LT:LLP. Marketing is clearly insufficient as it stands, and could benefit from being more targeted. Different groups respond differently to marketing. For example, the Liverpool students were scathing about bookmarks, keyrings and such like, whereas the Cumbria groups thought these would be a good idea.
- Geographical distance. The Cumbria groups said that they would not travel far to a library. The development of local links is therefore very important. This could involve local community groups, adult education centres and residents' groups.
- Lack of consistency between libraries. Having to learn new things each time a different library is visited presents a challenge to some learners. Standardised catalogues would be helpful.
- Passport Scheme. Whilst the learners in both Cumbria and Liverpool suggested a passport scheme would be useful for Addlib, one learner was of the opinion that a pass system would dissuade them from using libraries and a further OU student thought that people may feel that they cannot go into libraries without a card. The Liverpool students raised the idea of adding the INSPIRE logo to existing library cards, as opposed to having a separate card.

The Cumbria groups proposed various suggestions to increase library usage, and it is recommended that these are considered by the AddLib and INSPIRE Steering Groups. These included:-

- Alternative ways of accessing information, such as the facility to ask for specific information to be copied and sent through to local public libraries from distant HE libraries. (Whilst this facility is already available through ILL, this service is charged for and is not necessarily sourced by local libraries. VALNOW operates a similar scheme to that suggested, although

only to FE students and staff, not to members of the public. The resource implications of such a service may, however, be prohibitive.)

- Step-by-step instructions for all manner of library facilities, from finding a book, to using the photocopier
- Standardised catalogue system
- Training sessions/tours on how to use libraries
- Advertising in press (There is limited value in advertising solely in libraries if the target audience are not going into the library.)
- Libraries and museums could form partnerships to widen access to their collections
- Review of opening hours
- Public launch of the AddLib scheme.

In terms of the case study evaluation for Liverpool, recommendations are largely based around potential developments for LT:LLP, but are valid for any access agreement. Some of the key thoughts are detailed below:-

- Development of Corporate ID/branding - Logo should be more visible and appear in more places
- Introduction of passport card or use of logo on other membership cards
- Review of website address (This could also apply to the names of schemes. LLiL research has found that terminology is important. Names should not sound too academic or exclusive to certain groups.)
- Various improvements to the marketing leaflet were proposed. It was felt that it is important to make it absolutely clear what is available and how to access it, by both written and physical 'signposting'
- Marketing via the student induction process and through tutors.

5.3 Key priorities for the development of INSPIRE

A number of key priorities for the future development of INSPIRE have been drawn from the findings of this report. Much can be learnt from the NW pilot and the experience of the two case studies should be built upon. Key areas for development are identified here, together with suggested actions for the development of INSPIRE.

1. User-centred approach

The Learning and Skills Council (LSC) emphasises the need to put learners first, and a user focus should be paramount in the development of INSPIRE. The work with groups of learners during this project has emphasised that assumptions should not be made about the needs and preferences of learners. It has been discovered, for example, that some learners in Cumbria still felt that they did not really have any need to use HE libraries at the end of the project, and the Liverpool OU group raised reservations regarding whether they actually need any more learning resources. It is important to recognise that INSPIRE can benefit learners in many ways, which might not necessarily include access to academic libraries. Of course, the other side to this argument is that learners may feel that certain libraries are not for them for lots of other reasons, such as not

feeling welcome or confident. The INSPIRE initiative needs to strike a balance here, but in doing so, not lose sight of learners as individuals.

Actions

- Learners should be involved in the initiative as much as possible – e.g. in designing a logo and devising marketing strategies, to foster a sense of ownership.
- Learners' experiences of using other libraries should be evaluated (see below). If possible, non-users should also be questioned to see what is preventing them from taking advantage of open access.
- Libraries should be encouraged to conduct a needs analysis of 'visiting' learners. This information could then be used to develop the support services available with learners' needs in mind.
- Advice and guidance materials for libraries should be created, to help them evaluate how well they are supporting learners and how to improve the services available. This should be linked to the Inspiring Learning for All framework¹⁰. MLA North West could lead this, with INSPIRE England rolling it out across the UK.
- Provision of external borrowing rights should be encouraged, where possible. For example, information about INSPIRE could encourage libraries to permit borrowing, and cite the findings of the feasibility study which did not find any libraries that had experienced problems with external borrowing schemes. If necessary, perhaps borrowing could be restricted to partner agencies such as the Open University and community groups, or offered at a discounted external borrowers' rate.
- An access map should be developed. LLiL has found collections mapping to be one of the most useful parts of their work so far for learners. INSPIRE England already plans to build on this experience by producing a national access map.

2. Targeted marketing for learners

Learners must be made more aware of the library resources available to them, but the findings of the pilot project highlight that this needs to go beyond promotional leaflets available in libraries. Libraries should be encouraged to conduct a needs analysis of their market for INSPIRE, from which to develop appropriate marketing and support services for the initiative. It is important to identify who the market comprises, what their needs are and how libraries and the INSPIRE initiative can respond to them.

Actions

- Link INSPIRE to principles of Inspiring Learning for All Framework (see 1 and 8).
- Produce advice and guidance information for library staff on market segmentation and responding to need.
- Encourage staff to use INSPIRE as a tool to widen participation and target excluded groups. Community profiles can be used to identify hard to reach groups to include in the process.
- Use the findings of the NW INSPIRE work with excluded groups to raise awareness of needs of different groups.

¹⁰ See <http://www.inspiringlearningforall.gov.uk>

- Take into account the suggestions raised by learners and project consultants.
- Incorporate this type of guidance into training materials for staff.
- Research with the Liverpool students and LLiL has highlighted the importance to learners of a well thought out website. INSPIRE would benefit from an interactive national website to serve as a ‘one-stop shop’ for learners and library staff, and a key marketing tool for the initiative.

3. Partnership working

INSPIRE would benefit from developing partnerships with a range of organisations. The Cumbria pilot has demonstrated successful work with community organisations and initial meetings with asylum seekers and refugee groups in Liverpool have proved successful. As the consultant’s report (Ashcroft, 2004) points out, there are highly educated people in these groups who are feeling lost and unable to find sufficient study materials in the libraries to which they are currently being directed. NW INSPIRE could extend its reach to displaced learners by forging links with more community organisations, especially those that facilitate learning. Partnership working could be tackled at a number of levels – nationally, regionally and locally. INSPIRE England, the Regional Agencies and libraries need to take responsibility at a level that is appropriate to them.

Actions

- INSPIRE should explore partnerships with community groups, adult learning providers and organisations such as the LSC, to reach learners, identify their needs, publicise the resources available to them. Partnerships could also enable the development of appropriate marketing tools for particular groups, e.g. information packs on INSPIRE for OU students, information during induction for HE students and promotional materials for groups such as the Foyer.
- Partnerships with other non-library organisations should be investigated, particularly records offices and museums, as these may help to increase referrals to libraries.
- Raise awareness of INSPIRE with national and regional learning organisations and community bodies.
- Provide information and support to library staff through website and training materials which should highlight the need to work in partnership with other bodies to reach learners.
- Increase awareness of teaching staff, so that they can promote the initiative to their students.

4a. Encouraging staff to take ownership of the initiative

The success of INSPIRE will be largely dependent on the library staff involved. It is essential to establish a sense of ownership of the initiative and to encourage buy-in by library colleagues. Front-line staff need to be engaged with the INSPIRE initiative, if they are to view it in a positive light and promote it to learners.

Actions

- Bring representatives of the library community together - to clarify the aims of INSPIRE and to encourage colleagues to take ownership, so that it is not an initiative from ‘outside’, but from within the library community. MLA North West have a key role to play in bringing the library community together.

- Identify a process whereby local variations can be accommodated in the agreements underpinning INSPIRE. There is a need to develop a flexible model to take into account the range of contexts in which libraries are operating, both organisational and geographical. Locally determined targets and priorities are important in ensuring staff involved take ownership of access schemes.
- Listserv could be set up to aid communication. Feedback from the project consultants has emphasised the importance of planning, and that the early identification of clear objectives and actions is vital.
- Programme of regional seminars and workshops, in partnership with INSPIRE England to raise awareness and disseminate information about INSPIRE (see also 4b).
- Increase staff awareness of access arrangements and the resources available in each library - through training, special partnerships, interlibrary staff visits and joint working. The West Midlands project has demonstrated that staff found joint training worthwhile in gaining an insight into other libraries. Feedback from the West Midlands Pilot will be useful in developing staff training resources.
- Involving staff in key developments, such as the design of publicity and information materials would be beneficial.

4b. On-going information for library staff

More information about INSPIRE needs to be made available to library staff. Research for this report has indicated that the library community are very interested in the initiative, but it is currently difficult to find out details of what it is about, what it will mean for libraries and learners and how it will work with the existing network of access arrangements.

Actions

- MLA North West should share the findings of the pilot project with INSPIRE England and other regional agencies.
- MLA North West need to create an information page about INSPIRE on their website, together with a link to the forthcoming INSPIRE England site.
- INSPIRE England may want to consider developing web resources for staff and practitioners to find out about the initiative.

5. On-going evaluation of the initiative

Comprehensive evaluation needs to be built into the roll-out of INSPIRE, so that the initiative can be reviewed and developed over time. One aspect which has not been tackled in either of the pilot projects in the North West is the impact on the libraries receiving referrals.

Actions

- Evaluation should be built into, and promoted via staff training materials and other information made available to staff.
- A 'quality over quantity' approach should be emphasised in evaluation tools. Although the number of referrals and visiting users may remain fairly low, the emphasis of evaluation should be the appropriateness of referrals and learner satisfaction.
- INSPIRE West Midlands should be encouraged to share their experiences of the evaluation of the referral process with the North West.

6. Public Library focus

Local public libraries are the first port of call for many learners, especially those outside the formal education system. Furthermore, distance has been found to be a key barrier to using libraries. INSPIRE could benefit from developing the key role of public libraries, both in terms of encouraging learners through the doors, and referring more learners to information in other libraries.

Actions

- The suggestions raised by learners regarding making libraries more welcoming should be taken into account. See the Consultants' reports (Mason, 2004; Ashcroft, 2004)

7. Adopting a consistent approach

INSPIRE aims to create more straightforward and seamless access to learning resources, to benefit learners and service providers alike. INSPIRE England will operate countrywide, but it is envisaged that roll-out will be through the regions. In order to try to streamline access to resources for learners, INSPIRE may want to consider the following steps.

Actions

- The identification of a set of criteria for access arrangements could help to achieve a more consistent, straightforward approach.
- Existing agreements could be encouraged to adopt these criteria.
- New agreements should also be encouraged to use the criteria.
- However, it should be ensured that the model developed for INSPIRE is sufficiently flexible to take into account the range of contexts in which libraries are operating, both organisational and geographical.
- Based on the experience of the pilot study, MLA North West should work with INSPIRE England to establish a staff training accreditation scheme for INSPIRE.
- The appointment of a national co-ordinator for INSPIRE would be beneficial in ensuring a streamlined approach.

8. Using the Inspiring Learning for All framework to develop INSPIRE

The core principles of INSPIRE are closely related to the Inspiring Learning for All framework¹¹. The framework should be used to support the development of INSPIRE, and to evaluate the learning outcomes for learners and the staff involved.

Actions

- Use the Inspiring Learning for All framework as a tool to support the development of INSPIRE, in order to develop:-
 - quality learning experiences that meet learners' needs
 - evaluation tools to measure the impact of INSPIRE on learners
 - staff training materials.

¹¹ <http://www.inspiringlearningforall.gov.uk>

- MLA North West should take the lead on this process and share the results with other regional agencies.

9. Reviewing INSPIRE in light of the findings of the NW pilot

This is largely borne out in points 1-8. The findings of the NW pilot, and indeed the West Midlands pilot should be considered in relation to the objectives of INSPIRE England, to inform to how these objectives are achieved.

Actions

- Project reports should be circulated to the INSPIRE England Steering Group
- Key recommendations and development plan should be reviewed by this group.

All of these developments will take time, and as other access schemes have demonstrated, ‘quick wins’ are unlikely. A realistic approach needs to be taken in the roll-out of INSPIRE; one which allows enough time for the thorough consideration of the findings of the North West and West Midlands pilots, and the opportunity to continually review progress.

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Electronic Resources

SCONUL (2003) UK and Irish Republic national, regional and local access schemes.
http://www.sconul.ac.uk/use_lib/access.html

MLA (2003) Inspiring Learning for All - A Vision for Accessible Learning In Museums, Archives and Libraries.
<http://www.resource.gov.uk/action/learnacc/00insplearn.asp>



LISU Survey of Access Arrangements between Libraries in the North West

Further Education Libraries

Information Sharing Partners in Resources for Education (INSPIRE)

This survey forms part of the NW INSPIRE Project, which is managed by the North West Museums, Libraries and Archives Council (NWMLAC). The purpose of the survey is to establish how far the North West region has progressed in relation to access and referral arrangements which could underpin the INSPIRE initiative. It is hoped that the findings will inform the development of a regional framework to support Lifelong Learning, by improving access for learners to library resources.

We would be very grateful if you would complete this survey, which we estimate will take 10-15 minutes. Please submit the form electronically by clicking on the button at the end of the survey.

The deadline for responses is **Monday 24 November 2003**.

There is a section at the end of the questionnaire for general comments.

Institution name	<input type="text"/>
Library name	<input type="text"/>
E-mail address	<input type="text"/>

****Please note that e-mail address details are required for the administration of this survey only and will not be retained****

Current access arrangements

1.1 Are you a member of:

ALLIS

Yes No

BLAG

Yes No

Libraries Together: Liverpool Learning Partnership

Yes No

1.2 Do you have any other access arrangements for Higher Education learners, Further Education learners or the general public?

Yes No

If Yes, please complete questions 1.3 to 1.5.1, if No, please go straight to question [2.1](#)

1.3 Higher Education

Please give details of any access and referral arrangements, other than those in 1.1, to allow users registered with HE libraries to use your services. Please include the names of scheme(s) and institution(s) involved.

1.3.1 Do these arrangements allow HE users to:

				Is this a reciprocal agreement?	
a. have reference access to print resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None	<input type="radio"/> Yes	<input type="radio"/> No
b. borrow resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None	<input type="radio"/> Yes	<input type="radio"/> No
c. use electronic resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None	<input type="radio"/> Yes	<input type="radio"/> No
d. use information technology	<input type="radio"/> Yes	<input type="radio"/> No		<input type="radio"/> Yes	<input type="radio"/> No
e. use the Internet	<input type="radio"/> Yes	<input type="radio"/> No		<input type="radio"/> Yes	<input type="radio"/> No
f. be referred to you for enquiries	<input type="radio"/> Yes	<input type="radio"/> No		<input type="radio"/> Yes	<input type="radio"/> No

*If Some for a, b or c, please specify which resources

1.4 Public Libraries

Please give details of any access and referral arrangements, other than those in 1.1, to allow users registered with public libraries to use your services. Please include the names of scheme(s) and institution(s) involved.

1.4.1 Do these arrangements allow the general public to:

a. have reference access to print resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None
b. borrow resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None
c. use electronic resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None

- d. use information technology Yes No
- e. use the Internet Yes No
- f. be referred to you for enquiries Yes No

*If **Some** for a, b or c, please specify which resources

1.5 Other Further Education colleges

Please give details of any access and referral arrangements, other than those in 1.1, to allow users registered with other FE colleges to use your services. Please include the names of scheme(s) and institution(s) involved.

1.5.1 Do these arrangements allow visiting users from other Further Education colleges to:

- | | | | | Is this a reciprocal agreement? | |
|---|---------------------------|-----------------------------|----------------------------|---------------------------------|--------------------------|
| a. have reference access to print resources | <input type="radio"/> All | <input type="radio"/> Some* | <input type="radio"/> None | <input type="radio"/> Yes | <input type="radio"/> No |
| b. borrow resources | <input type="radio"/> All | <input type="radio"/> Some* | <input type="radio"/> None | <input type="radio"/> Yes | <input type="radio"/> No |
| c. use electronic resources | <input type="radio"/> All | <input type="radio"/> Some* | <input type="radio"/> None | <input type="radio"/> Yes | <input type="radio"/> No |
| d. use information technology | <input type="radio"/> Yes | <input type="radio"/> No | | <input type="radio"/> Yes | <input type="radio"/> No |
| e. use the Internet | <input type="radio"/> Yes | <input type="radio"/> No | | <input type="radio"/> Yes | <input type="radio"/> No |
| f. be referred to you for enquiries | <input type="radio"/> Yes | <input type="radio"/> No | | <input type="radio"/> Yes | <input type="radio"/> No |

*If **Some** for a, b or c, please specify which resources

If you do not have any access arrangements at all with other libraries, please go straight to question [4.1](#)

Promotion and marketing

In relation to *any* access arrangements you have with other libraries

2.1 Do you promote any of these arrangements to learners? Yes No

2.1.1 If yes, by which means?

Library/institution website Yes No

Leaflets/posters Yes No

At induction sessions Yes No

Other - please specify below Yes No

2.2 If applicable, do you have a formal Service Level Agreement with the following to provide services to their library users?

HE institutions Yes No In some cases

Public library authorities Yes No In some cases

Other FE colleges Yes No In some cases

2.3 Do you make charges for services to 'visiting' users? Yes No

2.3.1 If yes, please give details (e.g. which services are charged for?)

2.4 Do you provide special support for visiting users (e.g. guided tours etc)? Yes No

2.4.1 If yes, please give brief details

Visiting users

3.1 Please supply estimates (or actuals if known) of *visiting users* in 2002.

Estimate

Actual

Higher Education learners	<input type="text"/>	<input type="text"/>
Members of the public	<input type="text"/>	<input type="text"/>
Learners from other FE colleges	<input type="text"/>	<input type="text"/>

3.2 Do you collect feedback from visiting users? Yes No

Future development

- 4.1 Do you have any plans for developing access agreements with
- HE institutions Yes No
 - Public library authorities Yes No
 - Other FE colleges Yes No

4.1.1 If yes, please give details

Special issues

5.1 The following have been suggested as benefits of resource sharing.
 Please indicate how important you consider these issues to be, with 1 being very important and 5 being not important

	v imp		not imp		
	1	2	3	4	5
Enhanced service for user	<input type="radio"/>				
Economies of scale	<input type="radio"/>				
Scope for co-operative purchasing	<input type="radio"/>				
Sharing expertise & new ways of working	<input type="radio"/>				
Opportunity to apply for joint funding	<input type="radio"/>				
Raising profile of library service	<input type="radio"/>				
Improved relations between libraries	<input type="radio"/>				

Enhanced knowledge of other libraries' working practices	<input type="radio"/>				
Other - please specify below	<input type="radio"/>				

5.2 The following have been suggested as barriers to resource sharing.

Please indicate how important you consider these issues to be, with 1 being very important and 5 being not important

	v imp				not imp
	1	2	3	4	5
Insufficient knowledge of other agencies' methods & resources	<input type="radio"/>				
Insufficient financial resources to fulfil additional demands	<input type="radio"/>				
Insufficient time to fulfil additional demands	<input type="radio"/>				
Technical and legal issues	<input type="radio"/>				
Opposition from library staff	<input type="radio"/>				
Opposition from your library users	<input type="radio"/>				
Competition between libraries	<input type="radio"/>				
Lack of common professional standards & methods	<input type="radio"/>				
Other - Please specify below	<input type="radio"/>				

5.3 What problems, if any, have you encountered when setting up or operating any access agreements with other libraries? Please include details of any lapsed agreements.

General comments

Please use the box below if you have any further general comments to make.

Thank you for taking the time to complete this survey.

Are you willing to supply further details about the information you have given, if required, by telephone or e-mail? Yes No

If yes, please supply the following details:

Name

Tel

E-mail

To send the form*:

To reset the form:

*Please note that the completed questionnaire will not be sent successfully unless you have given a valid e-mail address at the beginning of the form.

If you have any queries regarding this questionnaire, please e-mail lisu@lboro.ac.uk or telephone Helen Greenwood on 01509 222177.

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LISU Survey of Access Arrangements between Libraries in the North West

Higher Education Libraries

Information Sharing Partners in Resources for Education (INSPIRE)

This survey forms part of the NW INSPIRE Project, which is managed by the North West Museums, Libraries and Archives Council (NWMLAC). The purpose of the survey is to establish how far the North West region has progressed in relation to access and referral arrangements which could underpin the INSPIRE initiative. It is hoped that the findings will inform the development of a regional framework to support Lifelong Learning, by improving access for learners to library resources.

We would be very grateful if you would complete this survey, which we estimate will take 10-15 minutes. Please submit the form electronically by clicking on the button at the end of the survey.

The deadline for responses is **Monday 24 November 2003**.

There is a section at the end of the questionnaire for general comments.

Institution name	<input type="text"/>
Library name	<input type="text"/>
E-mail address	<input type="text"/>

****Please note that e-mail address details are required for the administration of this survey only and will not be retained****

Current access arrangements

1.1 Are you a member of:

UK Libraries Plus	<input type="radio"/>	Yes	<input type="radio"/>	No
SCONUL Research Extra	<input type="radio"/>	Yes	<input type="radio"/>	No
SCONUL Vacation Access Scheme	<input type="radio"/>	Yes	<input type="radio"/>	No
CURL	<input type="radio"/>	Yes	<input type="radio"/>	No
ALLIS	<input type="radio"/>	Yes	<input type="radio"/>	No
CALIM	<input type="radio"/>	Yes	<input type="radio"/>	No

CHELPS

Yes No

BLAG

Yes No

Libraries Together: Liverpool Learning Partnership

Yes No

1.2 Do you have any other access arrangements for Higher Education learners, Further Education learners or the general public?

Yes No

If Yes, please complete questions 1.3 to 1.5.1, if No, please go straight to question [2.1](#)

1.3 Further Education

Please give details of any access and referral arrangements, other than those in 1.1, to allow users registered with FE libraries to use your services. Please include the names of scheme(s) and institution(s) involved.

1.3.1 Do these arrangements allow FE users to:

				Is this a reciprocal agreement?
a. have reference access to print resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None	<input type="radio"/> Yes <input type="radio"/> No
b. borrow resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None	<input type="radio"/> Yes <input type="radio"/> No
c. use electronic resources	<input type="radio"/> All	<input type="radio"/> Some*	<input type="radio"/> None	<input type="radio"/> Yes <input type="radio"/> No
d. use information technology	<input type="radio"/> Yes	<input type="radio"/> No		<input type="radio"/> Yes <input type="radio"/> No
e. use the Internet	<input type="radio"/> Yes	<input type="radio"/> No		<input type="radio"/> Yes <input type="radio"/> No
f. be referred to you for enquiries	<input type="radio"/> Yes	<input type="radio"/> No		<input type="radio"/> Yes <input type="radio"/> No

*If Some for a, b or c, please specify which resources

1.4 Public Libraries

Please give details of any access and referral arrangements, other than those in 1.1, to allow users registered with public libraries to use your services. Please

include the names of scheme(s) and institution(s) involved.

1.4.1 Do these arrangements allow the general public to:

- a. have reference access to print resources All Some* None
- b. borrow resources All Some* None
- c. use electronic resources All Some* None
- d. use information technology Yes No
- e. use the Internet Yes No
- f. be referred to you for enquiries Yes No

*If **Some** for a, b or c, please specify which resources

1.5 Other Higher Education institutions

Please give details of any access and referral arrangements, other than those in 1.1, to allow users registered with other HE institutions to use your services. Please include the names of scheme(s) and institution(s) involved.

1.5.1 Do these arrangements allow visiting users from other HE institutions to:

- | | | | | Is this a reciprocal agreement? | |
|---|---------------------------|-----------------------------|----------------------------|--|--------------------------|
| a. have reference access to print resources | <input type="radio"/> All | <input type="radio"/> Some* | <input type="radio"/> None | <input type="radio"/> Yes | <input type="radio"/> No |
| b. borrow resources | <input type="radio"/> All | <input type="radio"/> Some* | <input type="radio"/> None | <input type="radio"/> Yes | <input type="radio"/> No |
| c. use electronic resources | <input type="radio"/> All | <input type="radio"/> Some* | <input type="radio"/> None | <input type="radio"/> Yes | <input type="radio"/> No |
| d. use information technology | <input type="radio"/> Yes | <input type="radio"/> No | | <input type="radio"/> Yes | <input type="radio"/> No |

- e. use the Internet Yes No Yes No
- f. be referred to you for enquiries Yes No Yes No

*If **Some** for a, b or c, please specify which resources

If you do not have any access arrangements at all with other libraries, please go straight to question [4.1](#)

Promotion and marketing

In relation to **any** access arrangements you have with other libraries

2.1 Do you promote any of these arrangements to learners? Yes No

2.1.1 If yes, by which means?

- Library/institution website Yes No
- Leaflets/posters Yes No
- At induction sessions Yes No
- Other - please specify below Yes No

2.2 If applicable, do you have a formal Service Level Agreement with the following to provide services to their library users?

- FE colleges Yes No In some cases
- Public library authorities Yes No In some cases
- Other HE institutions Yes No In some cases

2.3 Do you make charges for services to 'visiting' users? Yes No

2.3.1 If yes, please give details (e.g. which services are charged for?)

2.4 Do you provide special support for visiting users (e.g. guided tours etc)?

Yes No

2.4.1 If yes, please give brief details

Visiting users

3.1 Please supply estimates (or actuals if known) of *visiting users* in 2002.

	Estimate	Actual
Further Education learners	<input type="text"/>	<input type="text"/>
Members of the public	<input type="text"/>	<input type="text"/>
Learners from other HE institutions	<input type="text"/>	<input type="text"/>

3.2 Do you collect feedback from visiting users?

Yes No

Future development

4.1 Do you have any plans for developing access agreements with

FE colleges Yes No

Public library authorities Yes No

Other HE institutions Yes No

4.1.1 If yes, please give details

Special issues

5.1 The following have been suggested as benefits of resource sharing.

Please indicate how important you consider these issues to be, with 1 being very important and 5 being not important

	v imp			not imp	
	1	2	3	4	5
Enhanced service for user	<input type="radio"/>				
Economies of scale	<input type="radio"/>				
Scope for co-operative purchasing	<input type="radio"/>				
Sharing expertise & new ways of working	<input type="radio"/>				
Opportunity to apply for joint funding	<input type="radio"/>				
Raising profile of library service	<input type="radio"/>				
Improved relations between libraries	<input type="radio"/>				
Enhanced knowledge of other libraries' working practices	<input type="radio"/>				
Other - please specify below	<input type="radio"/>				

5.2 The following have been suggested as barriers to resource sharing.

Please indicate how important you consider these issues to be, with 1 being very important and 5 being not important

	v imp			not imp	
	1	2	3	4	5
Insufficient knowledge of other agencies' methods & resources	<input type="radio"/>				
Insufficient financial resources to fulfil additional demands	<input type="radio"/>				
Insufficient time to fulfil additional demands	<input type="radio"/>				
Technical and legal issues	<input type="radio"/>				
Opposition from library staff	<input type="radio"/>				
Opposition from your library users	<input type="radio"/>				
Competition between libraries	<input type="radio"/>				
Lack of common professional standards & methods	<input type="radio"/>				
Other - Please specify below	<input type="radio"/>				

5.3 What problems, if any, have you encountered when setting up or operating any access agreements with other libraries? Please include details of any lapsed agreements.

General comments

Please use the box below if you have any further general comments to make.

Thank you for taking the time to complete this survey.

Are you willing to supply further details about the information you have given, if required, by telephone or e-mail? Yes No

If yes, please supply the following details:

Name

Tel

E-mail

To send the form*:

To reset the form:

*Please note that the completed questionnaire will not be sent successfully unless you have given a valid e-mail address at the beginning of the form.

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LISU Survey of Access Arrangements between Libraries in the North West

Public Libraries

Information Sharing Partners in Resources for Education (INSPIRE)

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We would be very grateful if you would complete this survey, which we estimate will take 10-15 minutes. Please submit the form electronically by clicking on the button at the end of the survey.

The deadline for responses is **Monday 24 November 2003**.

There is a section at the end of the questionnaire for general comments.

Public library authority
E-mail address

****Please note that e-mail address details are required for the administration of this survey only and will not be retained****

Current access arrangements

1.1 Are you a member of the following reciprocal access schemes:

- | | | |
|--|-----------------------|-----------------------|
| ALLIS | <input type="radio"/> | <input type="radio"/> |
| | Yes | No |
| BLAG | <input type="radio"/> | <input type="radio"/> |
| | Yes | No |
| Libraries Together: Liverpool Learning Partnership | <input type="radio"/> | <input type="radio"/> |
| | Yes | No |

1.2 Do you have any other formal access arrangements with other libraries

(Higher Education, Further Education & other public libraries)?

Yes No

If No, please go straight to [1.3](#)

If Yes,

1.2.1 Are these reciprocal agreements? Yes No In some cases

1.2.2 Please give details of these other access arrangements, including the name(s) of scheme(s) and institution(s) involved.

1.3 Do you allow people who do *not* live, work or study in your public library authority area, to use your library service to:

- a. have reference access to print resources All Some* None
- b. borrow resources All Some* None
- c. use electronic resources All Some* None
- d. use information technology Yes No
- e. use the Internet Yes No
- f. be referred to you for enquiries Yes No

**If Some for a, b or c, please specify which resources*

If you do not have any access arrangements at all with other libraries, and do not allow 'outside' users access to your resources, please go straight to question [3.1](#)

Promotion and marketing

2.1 Do you promote any of the above (1.1 - 1.3) to users? Yes No

2.1.1 If yes, by which means?

- Library/institution website Yes No
- Leaflets/posters Yes No
- At induction sessions Yes No
- Other - *please specify below* Yes No

2.2 If applicable, do you have a formal Service Level Agreement with the following to provide services to their library users?

- HE institutions Yes No In some cases
- FE colleges Yes No In some cases
- Other public library authorities Yes No In some cases

2.3 Do you make charges for services to 'visiting' users? Yes No

2.3.1 If yes, please give details (e.g. which services are charged for?)

2.4 Do you provide special support for 'visiting' users (e.g. guided tours etc)? Yes No

2.4.1 If yes, please give brief details

Future development

3.1 Do you have any plans for developing formal access agreements with

- HE institutions Yes No
- FE colleges Yes No
- Other public library authorities Yes No

3.1.1 If yes, please give details

Special issues

4.1 The following have been suggested as benefits of resource sharing.

Please indicate how important you consider these issues to be, with 1 being very important and 5 being not important

v not
imp imp

	1	2	3	4	5
Enhanced service for user	<input type="radio"/>				
Economies of scale	<input type="radio"/>				
Scope for co-operative purchasing	<input type="radio"/>				
Sharing expertise & new ways of working	<input type="radio"/>				
Opportunity to apply for joint funding	<input type="radio"/>				
Raising profile of library service	<input type="radio"/>				
Improved relations between libraries	<input type="radio"/>				
Enhanced knowledge of other libraries' working practices	<input type="radio"/>				
Other - please specify below	<input type="radio"/>				

4.2 The following have been suggested as barriers to resource sharing.

Please indicate how important you consider these issues to be, with 1 being very important and 5 being not important

	v imp		not imp		
	1	2	3	4	5
Insufficient knowledge of other agencies' methods & resources	<input type="radio"/>				
Insufficient financial resources to fulfil additional demands	<input type="radio"/>				
Insufficient time to fulfil additional demands	<input type="radio"/>				
Technical and legal issues	<input type="radio"/>				
Opposition from library staff	<input type="radio"/>				
Opposition from your library users	<input type="radio"/>				
Competition between libraries	<input type="radio"/>				
Lack of common professional standards & methods	<input type="radio"/>				
Other - Please specify below	<input type="radio"/>				

4.3 What problems, if any, have you encountered when setting up or operating any access agreements with other libraries?

Please include details of any lapsed agreements.

General comments

Please use the box below if you have any further general comments to make.

Thank you for taking the time to complete this survey.

Are you willing to supply further details about the information you have given, if required, by telephone or e-mail? Yes No

If yes, please supply the following details:

Name

Tel

E-mail

To send the form*:

To reset the form:

*Please note that the completed questionnaire will not be sent successfully unless you have given a valid e-mail address at the beginning of the form.

If you have any queries regarding this questionnaire, please e-mail lisu@lboro.ac.uk or telephone Helen Greenwood on 01509 222177.

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NW Inspire Evaluation Plan – Cumbria and Liverpool Case Studies

There are two broad objectives for the evaluation of the case study projects.

1. Demonstrating the impact of the projects (using the GLOs)

i. On learners

The majority of this evidence will come from the groups that have been intensively involved in the project (i.e. Foyer and SureStart groups in Cumbria). Work with these groups will show the impact that INSPIRE has had on learners and will hopefully demonstrate that it is a worthwhile project to roll out (Table 1 i). The consultants will collect this information, with input from LISU. The Liverpool case study evaluation is different to Cumbria in that it involves one-off meetings with each of the five groups of learners (in the timescale of the project at any rate), and it will be difficult to assess the impact on learners over such a short time period. It will, however, perhaps be possible to consider the GLOs in relation to each session, e.g. to see if participants have learnt anything from the session, or changed their minds about using libraries. The evaluation of John Keane's longer term work with the SureStart, ESOL and Congolese groups in Liverpool (which is not part of this project) could make use of the tools that have been used with the Cumbria case study.

ii. On staff & partners

Table 1 ii shows the objectives for staff and partners involved in the case studies. It seems unlikely that staff training will take place during the timescale of the project, so it may not be possible to evaluate the impact of this. The evaluation of the impact on learners will feed into the knowledge about learners' needs that we hope partners and staff will gain from the project. Again, this will be difficult to measure in the timescale of the project. Informal interviews have been undertaken with library staff in Cumbria about their views on joint access, and it would be useful to have similar information about the LT:LLP agreement.

2. Evaluating the success of the projects as a whole

The second objective of the evaluation is to investigate whether the case studies are effective models for the roll-out of INSPIRE in the NW and England. This will involve looking at strengths and weaknesses of the projects and also the testing of the projects against their objectives, to see if these have been achieved (Tables 2 i, ii, iii). SM and LA/VN are working towards meeting the project objectives and will provide evidence to demonstrate this to HG. HG will collect additional information from staff involved in the projects.

We need to ensure that we are collecting enough evidence to meet these two broad objectives. The aim of the evaluation plan is to check that this is the case and to clarify the responsibilities of each member of the team.

1. Evaluation of the impact of the case studies on learning

(i) Learners

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):					ACTIONS	EVIDENCE OF SUCCESS
	For the Learners	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity		
A. To increase research skills of post-16 learners not in formal education.	Knowledge about the different services, what's available and how to access it.	Able to locate information from cats, books and Internet.	Increased confidence in own abilities to find information.	Lateral thinking.	Motivation to use library resources	Learners will participate in targeted training sessions in small groups, each one dealing with a specific resource type, and will visit all partner services. SM	<p><u>Focus groups</u> Test ability to apply skills to new tasks, especially by means of 'scenarios' during focus groups. SM, HG</p> <p><u>Focus groups/questionnaires</u> See if there is increased use of the services by study group/potential for learners to make more use of libs in future SM, HG VN</p>
B. Increased access to HE, FE and public library resources for learners	Knowledge about the services offered and how they operate.	Able to locate required resources through the information systems that exist (e.g. internet, catalogue etc)	Increased confidence in ability to find information and use information resources	Lateral thinking	Use of joint services	<p>Development and enhancement of regional joint access agreements.</p> <p>Cumbria: Intro of Addlib HT</p> <p>Liverpool: Review of LLT:LP VN</p>	<p><u>Entry/exit questionnaires</u> Compare 'before' and 'after' answers to see if knowledge gained, confidence increased, frequency of use. SM, HG VN (End -JK)</p> <p><u>Focus groups</u> Explore whether learners can access the required resources & also look at above areas. SM, HG</p>

<p>C. To explore the impact of joint access agreements on learners (to inform future development of INSPIRE)</p>	<p>Knowledge about the different services</p>	<p>Able to find information that they require from a variety of sources</p>	<p>Increased confidence in using HE facilities</p>	<p>Expression of positive feelings about services offered</p>		<p>Focus groups will be held to discuss the benefits of & probs. With using other libraries.</p>	<p><u>Focus group</u> As B above. Also explore if learners display positive attitude towards experience & progression to HE/FE. SM, HG</p> <p><u>Liverpool students/OU focus groups</u> Review of existing access agreements to explore users/non users' views and barriers. VN</p>
<p>D. To encourage the progression of learners to HE</p>	<p>Increased awareness of HE libraries</p>	<p>Able to use HE library resources</p>	<p>Increased interest/ confidence in progressing learning through HE</p>			<p>Development of resources to support access with a pilot group of learners. Visits to HE libraries.</p>	<p><u>Focus group/questionnaires</u> 20% of pilot group communicate increase in confidence/interest in progression to HE/FE. SM, HG</p>

(ii) Staff and partners

OBJECTIVES	GENERIC LEARNING OUTCOMES (GLOs):					ACTIONS	EVIDENCE OF SUCCESS
	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression		
For the Staff/partners	Increase in Knowledge & understanding	Increase in Skills	Change in Attitudes or Values	Evidence of Enjoyment, Inspiration and Creativity	Evidence of Activity, Behaviour, Progression	What will happen to accomplish the GLOs? What will the staff/learners do...?	How will we know if the GLOs have been achieved? What will we be looking for/ hoping for?
A. To increase skills of staff in referring learners to appropriate resources	Knowledge about the services offered and how they operate.	Referral skills will be enhanced	Staff will feel more confident about their knowledge of access arrangements		Staff will actively refer users and promote access agreements	Staff training programme HT, YH Mystery shopper approach to test staff knowledge & helpfulness. LA/VN	<u>Focus group/questionnaire</u> Ask learners whether staff have referred users to appropriate resources SM VN <u>Staff feedback</u> Explore how confident staff are before and after training Before: SM's informal interviews with staff and VN's mystery shopper findings
B. To develop and enhance joint access agreements across the NW that will benefit learners	Staff/partners will have a greater understanding of the needs of learners once the project has been evaluated.		Expression of positive feelings about services offered			Cumbria: Launch of AddLib HT Liverpool: Review of LLP VN Enhancement of access agreements based on barriers uncovered. e.g. suggestions for marketing materials (SM, LA/VN), staff training HT, YH	<u>Staff feedback</u> SM VN (mystery shopping) <u>Partner feedback</u> Cumbria Steering Group Liverpool SG Looking for demonstration that agreements have been developed with learners in mind Marketing materials will be developed/reviewed

<p>C. To develop an appropriate regional framework which will support the full implementation of the INSPIRE Initiative across the NW</p>		<p>Learning from the experience of the case studies</p>				<p>Development and enhancement of regional joint access agreements.</p> <p>Review of strengths/weakness of the projects to ensure future sustainability, to feed into LISU Dev. Plan.</p> <p>HG, SM VN</p>	<p>LISU will produce Dev. Plan</p> <p><u>Focus groups & questionnaires</u> To collect learners' views. SM VN</p> <p><u>Informal lib staff interviews</u> SM <u>Partner feedback</u> HG HG</p>
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Table devised by the Carter-Small Partnership for Empowering the Learning Community Demonstration Project Evaluation Research, Department for Education and Skills (DfES) and Museums, Libraries and Archives Council (MLA), 2003. Completed by Jane Fletcher and Heather Tipler of North West MLA and Helen Greenwood of LISU, Loughborough University.

2. Evaluation of the success of the project as a whole (incorporating the impact on learners shown above)

(i) Meeting project objectives - Cumbria

Objective	How will this be achieved? Eden Foyer/SureStart	How will this be achieved? OU Group	How will we test whether these objectives have been met?
<p>To create a joint access agreement to serve providers, which is designed to benefit the learner</p>	<p>Cumbria SG will establish Addlib. SM will work with 2 groups of learners to promote the joint access agreement. Partner interviews to gather views of agreements HG</p>	<p>Cumbria SG will establish Addlib. Partner interviews to gather views of agreements HG</p>	<p>Focus groups & questionnaires will have ascertained that learners have benefited and how. Service providers will see the agreement in a positive light.</p>
<p>To work with up to 3 groups of learners to assess their resource requirements for their studies</p>	<p>SM will work with the groups and focus on learners' needs and barriers to their use of libraries for learning. FG and questionnaires</p>	<p>SM will meet with the group and discuss learner's needs and reasons why they don't use libraries. Focus group</p>	<p>A picture of the requirements of learners involved in the study will have emerged.</p>

<p>To establish how the joint services of the libraries in Addlib can be developed to meet these needs</p>	<p>SM will collect suggestions from learners at focus groups.</p> <p>Informal interviews with library staff to gather suggestions/focus on barriers.</p> <p>Anecdotal evidence from partners and co-ordinators.</p> <p>SG will consider these ideas in relation to AddLib.</p>	<p>Using suggestions from learners collected at focus group.</p> <p>Informal interviews with library staff/focus on barriers.</p> <p>Anecdotal evidence from partners and co-ordinators.</p> <p>SG will consider these ideas in relation to Addlib.</p>	<p>Suggestions/requirements will have been collated. SG will have considered these ideas in relation to Addlib.</p> <p>LISU will produce Dev. Plan.</p>
<p>To develop initiatives to facilitate access to joint services</p>	<p>Intensive work with groups. Visits to libraries.</p> <p>Marketing – SG to produce promotion material. Member of Eden Foyer group will assist in marketing the agreement.</p>	<p>Focus group & working with learners.</p> <p>Marketing – SG to produce promotion material</p>	<p>For the groups: FG's will demonstrate that learners are more aware of services available as a result of their involvement in project.</p> <p>For Addlib as a whole: Marketing material will be produced</p>
<p>To test the existing services and develop new joint services with a group of learners</p>	<p>Work with groups.</p> <p>Learners will 'test' the existing services during their visits to libraries.</p>	<p>N/a</p>	<p>Focus groups and learner questionnaires will demonstrate learner attitudes to new services.</p> <p>Suggestions about how to improve services will have emerged.</p>
<p>To evaluate the project by assessing the impact on learners (GLOs), in order to make recommendations for the roll-out of Inspire.</p>	<p>See table 1i</p>	<p>See table 1i</p>	<p>Evidence collected by SM will be used to measure impact on learners. See table 1i</p>

(ii) Meeting project objectives - Liverpool

Objective	How? Students/OU group	How? Refugee & asylum seekers groups	How will we test whether these objectives have been met?
To assess the learning resource requirements of different groups of learners in the Liverpool area	Focus groups will be held with learners to discuss their needs & barriers to using libs.	Focus group/questionnaires will be held to discuss needs & barriers.	VN will be able to report in detail on the needs of the study groups.
To investigate the existing joint access agreement in the context of learning provision and benefit to learners	Focus groups will consider the current arrangements, in terms of strengths & weaknesses, and benefits and barriers. Review of agreement (HG).	Focus group will discuss the agreement in terms of whether it could be useful to them and usable. Review of agreement (HG).	Strengths and weaknesses of the partnership for learners will have emerged. Areas for the development of the agreement will have been identified. VN will be able report on benefits, as identified by the first two groups. These findings will be taken on board by the SG.
To make recommendations regarding the development of the services to meet the needs of learners	As above. Suggestions from learners collected at focus groups.	Using suggestions from learners collected at focus groups.	Suggestions will have been collated (VN) & built into the Development Plan as recommendations (HG).
To make recommendations regarding initiatives which will facilitate access to the joint services	Recommendations will be derived from suggestions from learners collected at focus groups. Taking into account opinions raised by project co-ordinator, Steering Group and VN/LA (HT/HG).		Suggestions will be collated (VN) & built into the Development Plan as recommendations (HG)
To develop initiatives to facilitate access to joint services through work with a group of learners	One-off focus group meeting – awareness raising, collection of ideas about promoting the arrangement.	Initial focus groups (VN) & working with learners in the longer term (JK).	VN will have worked with these groups. FG's will demonstrate that learners are more aware of services available as a result of their involvement in project.
To develop and evaluate the pilot with ref to the GLOs	See table 1.	See table 1.	Evidence collected by VN (and JK in the longer term) will be used to measure impact on learners. See table 1i

(iii) Contextual information – Liverpool and Cumbria

What?	How?	Why?	Action
Collection of anecdotal information from Project co-ordinator and consultants	Questionnaire/interviews	To identify strengths and weakness of the pilots, to feed into the Development Plan.	HG
Collection of anecdotal information from partners/Steering Groups	Questionnaire/interviews	To identify strengths and weakness of the pilots, to feed into the Development Plan.	HG/HT

Cumbria questionnaires for start of project (in addition to Consultant's questions)

Do you know which libraries you may use? If so, which?

Please tick the reasons why you might not use libraries to find information to help with your studies.

- Too far way/difficult to get to
- Not open at convenient times
- Don't have materials I am interested in
- Don't have enough detail in my area of interest/study
- Don't know how to use a library
- Don't need to use libraries
- Cannot afford to pay charges

Of these, the main reasons are

- 1.
- 2.
- 3.

Cumbria interviews/questionnaires for end of project

This comprises a combination of the consultant's questionnaire from the beginning of the project (to assess any change in attitudes & acquisition of knowledge during the course of the project) and some additional questions from LISU).

About you.

Name

What do you want to do after the course?

Where do you want to be in 10 years time?

What does the word library mean to you?

What can you do in a library? What is there?

When did you last go to a library?

Which libraries do you use?

How often?

What do you use libraries for?

Which libraries do you know?

Where do you get the information you need for your course

Is there any information for your course you think you could get from a library?

Sentence completion

Now that I know I can use other libraries, I intend to

Using other libraries has helped me

I've changed my mind about

Please tick the reasons why you might not use libraries to find information to help with your studies.

- Too far way/difficult to get to
- Not open at convenient times
- Don't have materials I am interested in
- Don't have enough detail in my area of interest/study
- Don't know how to use a library
- Don't need to use libraries
- Cannot afford to pay charges

Of these, the main reasons are

- 1.
- 2.
- 3.

Cumbria Focus Groups – discussion points

The library experience

As part of your involvement with this project, you've visited several libraries.

How did you feel about these visits?

Did you find what you were looking for?

What was good about the experience?

What wasn't so good or was difficult?

Progression of learning

How has access to more information affected your studies/assignments?

Have you benefited from using other libraries? How? (E.g. learnt new things, read more widely, assisted in studies etc)

Knowledge and awareness of services available

If you are working on an assignment and you can't find enough information about your subject on the Internet, your own books or the local library, what would you do?

Would you feel confident to do this, or do you have some reservations/ things you're unsure about?

Increased use of HE libraries

This project included a visit to a University Library.

What were your expectations of this?

How did you feel about this experience once you'd been?

Would you go to this library again? What about other university libraries?

Do you have any plans to enrol on Higher Education Courses?

Barriers to using other libraries

Why didn't you use other libraries before this project?

Have you had any problems using other libraries?

For what reasons might you not use other libraries?

The future

Do you think you will continue to use libraries in the future? Why?

Communication

Some of you have been involved in the development of marketing tools for the project (web site, leaflet).

How do you feel about this? (e.g. have you enjoyed doing this, learnt new skills, made new friends etc)

Cumbria OU Focus Groups

Notes - It has been suggested that this group do not use libraries much, if at all. The aim is to ascertain whether this is the case, and if so, for what reasons. In contrast to the other groups the emphasis is not so much on the use of 'other' libraries, but libraries in general.

Do you know which libraries you may use? If so, which?

Which libraries do you use?

What's good about the library you use?

What's not so good?

Explore the reasons why they use a particular library e.g. proximity, best resources etc

Have you discovered any services elsewhere which aren't in the libraries you use/what would you like to see on offer

Are you aware of access agreements e.g. CHELPS

Get group to think about how access arrangements/ability to use other libraries could be promoted

Have you received any training in the use of learning resources e.g. from academic staff, library staff?

Progression of learning

How has access to more information affected your studies/assignments?

Have you benefited from using other libraries? How? (E.g. learnt new things, read more widely, assisted in studies etc)

Knowledge and awareness of services available

If you are working on an assignment and you can't find enough information about your subject on the Internet, your own books or the local library, what would you do?

Would you feel confident to do this, or do you have some reservations/ things you're unsure about?

[Opportunity to explain how access could be facilitated under the INSPIRE initiative, access to online catalogues of other libraries etc]

Barriers to using libraries

Why don't you use libraries?

Have you had any problems using libraries? E.g. physical access, staff unhelpfulness, lack of access to electronic resources & the Internet

For what reasons might you not use libraries?

What would encourage/assist you to use libraries?

The future

Now that you know you can use xxxx libraries, do you think you will make use of them in the future? For what purpose?

GLOs from session(s)

After coming today, I've learnt that

After today's session I intend to

I've changed my mind about

INSPIRE – Follow-up questionnaire – Eden Foyer/SureStart Groups

This purpose of this brief questionnaire is to find out your views about the Inspire project and the activities/sessions you participated in with Sue Mason.

1. Please tick how you found these activities/sessions:

	Yes – very	Yes - fairly	Not very	Not at all
Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful to you/your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What did you learn?

3. Do you think that you will continue to use the libraries you visited with Sue? If so, which ones and why?

4. What was good about the activities with Sue?

5. What wasn't so good about the activities with Sue?

End of project evaluation for case study consultants

1. Please outline your involvement in the project.

2. Please give brief details of any *training/education* sessions undertaken with groups, including number of sessions and length.

3. Have any marketing and/or information materials been produced during the project? Please give details.

4. How successful do you feel the project has been in terms of meeting its aims and objectives? In answering, please identify key successes and short comings (if any).

5. How successful do you feel your activities (focus groups etc) have been?

6. What challenges and limitations have you encountered?

7. In your view, to what extent have learners benefited from the project? Please tie in to GLOs.

8. Have there been any other benefits e.g. to you, library staff, pilot group organisations involved?

9. From your interaction with library staff, do you feel that the agreement is seen in a positive light?

10. Has the project resulted in any partnerships between pilot group organisations and libraries/plans for future joint working?

11. From your work on the project, what recommendations would you make for the roll-out of the Inspire initiative?

12. Please sum up your feelings about the project, including any other comments you wish to make.

Evaluation of project from a management perspective – Areas for discussion

- Success of pilot project - strengths and weaknesses

- During the course of the project, have you encountered difficulties with the following;
 - Reaching an agreement with all partners about any changes
 - Overlap or competition from other local or national consortia
 - Over dependence on limited number of key staff
 - Objections of library staff
 - Difficulties in evaluating impact
 - Legal and technical issuesAny other problems?

- How could the agreements be enhanced/developed?

- What do you intend to do as a result the outcomes of the case studies? Have these areas been formally identified/discussed?

- Do service providers see the agreement in a positive light?

- Update on staff training programme

- Update on marketing materials

- What have you learnt from your involvement with the project?